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No 25

Reports and Papers on Mass Communication

# Adult Education Groups and Audio-visual Techniques

This report is issued by th Clearing House of the Department of Mass Communication of Unesco. The purpose of the Clearing House is to collect, analyse and dis eminate information on pre s film, radio and television pointing out their u e for education l cultural and scientific purposes In carrying out this purpo e the Clearing House collaborate with international organiz tions research centres and individu l experts in the field of mass communication

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# Adult Education Groups and Audio-visual Techniques

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present Manual has been compiled to help
education groups solve the problems arising,
eir day-to-day work, from the ever-growing
of udio-visual media. Howeve these media
only aids and it is essential that their use be
ted to group wo k in general, th problems
raise being inseparable from th broader
involved in the work of the group itself the
ods used the personality of the organiz r
ussion techniques and so on The lack has
felt in many countries of any tudy
ibing the general background against which
o-visual media would have to be used Such
dy should have two essential objects firstly
ovide guidance for all who have to deal with
t education groups; and secondly to encou-
groups to make more use of audio-visual

The Manual theref re first ttempts to
ys the practi al problems f ing all who are
ged in work of thi kind in every land and in
the most varied types of environment, ithe as
leaders of tudy ircles or as organizers of
groups for the collective study of specific
community problems The chapte on instru
ments of work makes a special study of the
educational needs of a category of pe on whose
numbers are constantly increasing the users of
the mas information and entertainment media
which have been an outgrowth of modern commu-
nication technique which enable them and thanks
to which these users are abl to plan their
activities more effectively directing them
towards educational goals

It was thought advisabl to preface the successive
chapters on group life group implements group
discussion and the checking of results by more
theoretical kind of exposition, recapitulating the
main lines and forms of adult education methods
as they are now crystallizing on the basi of
convergent experiments throughout the wo ld

## CHAPTER I

### A PEDAGOGICAL METHOD FOR ADULTS

The necessity or at least the usefulness of a system of pedagogical methods pecially designed for adults has only lately been felt, and is till very far from being generally accepted It is even not unusual to come across school or university teacher who refuse to agree that th re is here any problem at all. "Where is the difficulty? they argue Our methods have been tried and tested, we have been teaching students for generation aft r generation and know exactly how to go about it Men are not built on different patterns and what is good for our future young intellectuals is bound t be good for th new public which may be placed in our hands

The principl behind uch sentiments is a fine and worthy one But it reflects the traditional humanisti concept framed and defined in Europe during the Renaissance the 17th century and the Age of Enlightenment of men as reason ing beings always and everywhere equal, egardless of ex origin, profession o calling an ideal concept which, today is spread far beyond the territory of the continent which gave it birth

This abstract and theoretical ideal, on which repeated att mpts at adult education have been based has been sadly battered by the facts Except in a handful of favoured countries the history of the past 80 years is marked by a whol series of failures and etbacks in the effort to provide an adult education system harmonizing with needs of mod rn society One has only to recall the bitt r experience of the People Universities whose public f llowing petered out aft a few years of high hope r the officers *in charge of work rs educational associations* who find themselves moved to deplore the pathy of those in principl in most need of education, namely the working masse as shown by the onstant fall in the proportion of wo k rs taking part in educational programmes In many of the countries now being developed, including som whi h have to put forth the greatest efforts in orde to reach the technical and l l level incumbent upon a mod rn State adult education makes little headw y with the mas often pref rring to copy school teaching methods and cater fo ections of the population which have already had at least a partial secondary education.

The sie t w y of accounting for this situation would be to blam it on the adult publi s indifference and aloofness but the more reasonabl and at the same time profitabl course would be to make a constructive riticism of the methods used and to consider whether the general problem of adult education should not in f ct be studied from th standpoint of methodology Many adult education movements today assign a prime place to research and experimental work with a view to evolving an effective system of pedagogics fo adults Some of them even make this their principal concern The main conclu sions reached in this field are set forth in the following pages but first it is necessary since the present object is to formulat a pedagogical system based on diff rential principles to call attention to the psychological characteristics and individual and group behaviour patterns which distinguish the adult tudent from the child or adolescent as an educative subject and object The t rm itself adult tudent, must be clearly understood, throughout what follow as applying to anyone participating in out of school cultural activities with a view to enlarging his st re of knowledge and equipping himself to cope mo e effectiv ly with his problems as an individual and a member of society In the same w y the term adult is pplied to anyone who has left school and is already engaged in economic and social *activity Generally speaking, persons in thi* category will have completed thei physi al growth o are in process of doing so

### THE ADULT STUDENT

The prime concern of the educator re pon ibl for devising adult training and teaching methods hould be t take account of the living conditions psychological and affective re ction and social position of his charges The decisive fact he must always bear in mind is that most of these men and women are students with a sm ller apacity f concentration than ordinary students or schoolchildren

The first and obvious reason for this is fatigue. Except in very rare cases most adult t aching or training tak place in the evening The work wh has pent eight hours in the workshop or office plus travel time annot pos ibly be expected to be as receptive as the st nh *able to devote himself practically* study How often does not the t ach

instructor find that part of his adult class has dozed off its attention having relaxed after a few minutes of concentration?

And physical and mental fatigue is reinforced by another factor which impai s the student s mental receptivity what may be termed the burden of existence The child or the adolescent engaged in further study is captured, gripped and even absorbed by his school environment of which mental activity is the mainspring, it carries him along and sustains him in his progress towards learning For the adult on the other hand the transition from the world of labour family o social life to that of study is a tremendous strain, and sometimes even, a violent wrench

This situation makes it essential to find forms of instruction and types of curriculum which tak account of the concentration capacity of the adult public and build a bridge between the two worlds of life and study

The adult student also differs from the school hild or university student in that his studies are voluntary Nothing neither the law nor parental authority obliges him to attend evening classes People s Universities or Workers Colleges save his own freely made decision, which he can revers at any moment unfortunately in the view of certain educators who are appalled at the regularly shrinking attendances at their classes and othe activities to which the students had flocked in droves at the beginning of the year

We are thus led to conclude that the average adult is by no means ready to recognize and appreciate the value and reward of culture for its own sake in isolation from the tasks and purposes of everyday life Like all humans he at times looks for ways of escaping, through the imagination, from a wo ld which does not necessarily match his dreams and aspirations But to make a lasting effort he needs an adequate stimulus

With the child, the connexion between what he is taught and his personal interests is in most cases not immediately apparent to him. With the adult student on the other hand, it is quite diff rent he is immediat ly aware of the benefit he can expect to d rive from the work and effort required of him It is all very well for theorists and tat smen to consider it essential for a country s adult population to be able to read and w ite but an illite ate peasant will only decide to follow a cours of instruction if he can see what per onal benefit and profit he can get from it

While the adult student is usually less well prepared than the young one for intellectual activit as uch, and while he is less well equipped or trained for the intensiv and persis tent pursuit of intellectual work, the fact that he necessarily ha a gr ate wealth of experience is on the other hand, a point in hi favour He already has a hi tory He has "lived" and has an unending erie of truggles successes and failures joy and sorrows to look back to. This is particularly true of our own time when so many adults have been removed from one end of their country their continent or even the world itself to the other How many are there not, today who have their own special geography their own sociology and philosophy based on their reflections on what they have lived through!

The adult is also rich in his potentiality and capacity for development Without claiming that everyone is capable of producing a masterpiece we can be certain that every human being conceals a poet, a musician, a philosopher or an inventor who has lacked the opportunity or environmental conditions necessary to enable him to give free rein to his inspiration and find the right form of expression for his feeling, imagination and understanding How many cases of neurosis or of desperat plunges into adventure or alcoholism have not their causes in the boredom felt by men unable to fulfil themselves and carry out their vocation

One final point the adult who has decided to complete his education is usually a person who know his own mind and wants to be regarded and treated as the adult that he is He will agree to go back to his studies and, what is more persevere in them, only if he is treated as an adult in othe words as a responsible person whos opinions and feeling count and who does not feel humiliated or belittled in his s lf esteem

## SOCIOLOGY OF THE ADULT STUDENT

With children, differenc s in ocial origin though not of course a negligible factor from th educ tional standpoint are off et by the existence of a strongly unified and largely homogeneous environment the school and within it the class School work is a powerful instrument for aggregation and equalization; in the schoolroom distinctions and the attribution of inferiority or uperiority are no longer based on the degree of w alth or social status of the family but on the balanced interplay of capacity zeal and work

The position in an adult group is in striking contrast Except in rare cases the environment is heterogeneous Each individual attending a cours o club while possessing a separate personality represents an environment or group of which he is often an expression, even if he does not identify himself with it. He has an occupation, a certain pattern of social relations and a certain level of responsibility There are also age differences and it is quite frequent for groups to be attended by men and women together

This diversity has both a positive and a negative ide On the one hand it seriously complicates the organization of regular activities, for it is not easy to present problems in a manner capable of interesting the whole class A particular approach to the examination of a question or a particular form of exposition o tyle of address

may be well suited to part of th students but remain unassimilable by the rest There are also terminological difficulties Every environment and social group has its own more o less abstruse vocabulary and even its own syntax A pecific type of ref rence may be meaningful to office workers for instance but completely pointles t factory work rs

At the sam time howeve it is this very diversity and wealth of often complementary experience which gives adult education work its ingular richness and even, originality Not only has fresh knowledge to be imparted to the students but equally their largely chaotic experience of life has to be disentangled and a channel of mmuni tion established with an exchange of the cultural resources which, sometimes quite unbeknown to themselves they all possess

## ROLE AND FUNCTIONS OF THE EDUCATOR

The net effect of all these psychological and sociological factors is to make the adult education wo ker s qualifications mission and tasks basically different from those of the traditional type of teacher evolved by centuries of school teaching He retains of course his educational rôle as such In principle his knowledge is better organized and more syst matic than that of his public: he has read and studied he is used to handling educational material and he is expected to be abl to pass on to others the cultural wealth to which he holds the key But this function of actually t ansmitting knowledge is only part of his task, and perhaps the least important part Viewed from th general standpoint of adult education, teaching is only a momentary phas an aspect of an integral educational proce in which the group is the main agent It is the group in action which transmits the power and drive nec s ary to produce the desired changes and advancement moral and social as well as int llectual in its individual members

The educator be he professional or voluntary places himself at the service of the group, of which he forms part and parcel His effectivenes in fact, depends on the members acceptance of him not as a foreign element but as an as ociat in lif and work, sharing in large measure their probl ms cares and aspirations It is more important for him to heed and observe than to talk and discourse In many as s he has everything to l arn, in manner which will be most us ful to him, from the way his as ociat express their though and feelings The lif th adu t worke s d is often a trange and ompl w ld to him and he must pier it ecrets Conv rs ly his most effective action, tim and again will be to help the tudents in th ir difficult task of pre enting their ideas and giving f rm to the often fumbling expression of their personality

Thus the educator rôl is predominantly a moral one H has to give unflagging upport to the efforts of men and women who are easily disheartened by the snares and obstacles besetting the path they have taken and who need constant encouragement to keep them going They have to be stimulated by confidence hown in them by someone intellectually their senior who may well have had personal experience of the same sort of difficulty for often enough the educator himself comes from the ranks of the people and know what re ults to expect and how much application and perseveranc is called fo It is in this task of providing encouragement surely that the greatness and significance of the adult education worker s vocation lies vocation sad to say not recognised in most countries as the important profession it is as a means of livelihood to which the educator can devote himself full time!

## GENERAL PRINCIPLES OF A PEDAGOGICAL METHOD FOR ADULTS

Pedagogics as progressively applied during the past fifty years have tried to make allowance for the characteristics of adult students and the educato s special position under the adult educ tion system The result, of cours has been a patchwork of ancient and traditional forms of the scholasti type existing ide by sid in the same locality and even in the same institutions with bold innovations Adult education, of course is till evolving and has a long way to go bef re it achieves a final form having anything lik unive sal validity Lastly and this applies t it even more than to ordinary school teaching, owing t its closenes to everyday life it assume different forms in different ountrie reflecting local historical processes and social and cultural conditions We shall therefor confine ours lves in thes introductory pages to indicating its main lines of development

## RELATIONSHIP WITH LIFE

The relationship between study and res arch on the one hand, and concrete experience on th other i direct and obvious Except in rare cases as we have seen, the adult is not prepared t spare th nece ary time from his l isure hours in ord to acquire educ tion and culture unless he can see how it will h lp him solve his main problems For instance how an he improve his exi tence materially and m rally? How an h organiz his lif and work more fficiently? How an be obtain a l ar insight into the complexity of the uni rse? How can ord r and clarity be brought int the jumbl of conflicting ideas and pi cemeal information existing in his mind? I it po ibl to introd ce consi tency into his thoughts? How an h grasp mething of the mystery of th unive s become a more

alert and effective citizen, a better father a more abl wo ker? How can he become more useful to himself and to others? How can he gain in wisdom and achieve greate control over his actions thoughts and feelings?

The educator when seeking to give an ordered account of any aspect of human achievement o l arning whethe it be a book, a philosophy an economic thesis or a scientific discovery will do w ll to pay close heed to thes innumerable questions which the adult expects the world to answ

MOTIVES FOR STUDY

The problem of attracting adults to cour es or study groups and getting them t continue to attend invol es far more than methods o pedagogical principles One of the basic factors is social climat which is changeable There are pe iods of political enthusiasm and social progress which bring with them a general rush to acquire learning Convers ly th pes imism which comes with social setbacks and dis ppointments often expresses itself in a sceptical approach towards educational work Despit all this however the necessity remains from the strictly pedagogi al standpoint of providing motives for study in ord to keep the programmes going

The educator must familiarise himself with the aspirations of the groups and individuals in his charge Where necessary he must help adults to become more alive to cultural needs of which they w re previously only dimly aware Thes needs and spi ations will diffe very widely of course and it would be ri ky to lay down rules or prioriti in thi connexion In some cases the motives will be sentially economic as with a region or village which has been hard hit by unemployment In uch places the educator would be ill advised to l ad off his educational work with a cours on great authors of world lit rature although a study of th m might fittingly be included at late stage he would have to concentr t hi course his lessons o his talks t least in the initial stage on methods of combating unemployment H would also have t d al with occupational training or where ppropriat with the preparation of prospective migrant for lif in thei new hom s Where there is relative prosperity on the other hand, action to relieve the boredom of provincial lif and the monotony of everyday existence may be a ery powerful f ctor making for cultural timulation.

It i impossible to ov rstress the importance of p holog al factors such as compen tion fo an inferiority compl x C rtain milieux and i llu tions encourage the d sire to "cut a fine figure and ompel recognition and th acquisition of alture m ans uperiority and pre tige A desire to increase one s knowledge and so escape from the stigma of ignorance may be a very potent factor

At the same time s lfish motives though powerful, are far from being the only ones Many people feel a need to make themselves useful, to dedicate themselves and to serve their community as heads of families members of political parties or active social workers Their educational needs are infinit and their desire to erve is an important instrument in the hands of the educator Again there is the human need f r recreation and escape Only when adult education loses the grim aspect which has all too often characterized society s educational activities and omes to represent a living experience at least as agreeabl and attractiv as the relaxations in which adults try to forget their ares and disappointments will it strik deep roots as part of the general patt rn of living and become in the public eye an essential community servic

INTEGRAL EDUCATION

Adult education is tending nowadays to be les and less concerned with differences between the various branches of learning Lik life which knows only complex ituations where events belong simultaneously to history geography natural cience tatistics and so on, educational work makes multiple use of the techniques devised to rende the world intelligible and to influence it The question is not much to teach adults history sociology or some other subject as to use the data and results of those disciplines for the purpose of elucidating or explaining situations which are part and parcel of the lives of the men and women students concerned They will then find it much easier to follow the paths that lead often by devious turns to the elements of the branches of learning acce sibl to them Learning, in adult education is even less an end in itself than it is in the schoolroom. it is rather a m ans to an end an aid to living

INFORMAL EDUCATION

The primary school provides certain type of education known as school education In th same way secondary schools colleges and universiti s provide secondary and higher education They are formal institutions in the sens that with them the curricula methods and standards of instruction, teaching qualifications and types of xaminations and certificates are more o l ss codified and in many cases even regulated by law Adult education is l ss fettered it does not have to bother about certifi tes and xaminations which alw ys bedevil even th be t concei ed attempts to improve the traditional forms of instruction There is no outside

recognition of the success of the adult student: pedagogics for adults know no reward or penalty other than the satisfaction felt by the individual or group at having acquired learning and made headway or th painful sense of having failed in a difficult undertaking Hence they are not tied to any pecific standard or procedure: the sole criterion of the value of the programmes and methods used is the change they bring about in group attitudes and behaviour patterns and the fact that change is often a long term proces makes it particularly difficult to check th concrete results a matt r which is th subject of the concluding chapter of this Manual.

Thus every circumstance and facet of lif can be regarded as the springboard, setting or subject for a manifestation of educational activity whether it be the practice of a trad the execution of an order responsibility for a family partici pation in trade union or tenants association wo k membership of a sports club, or regular *attendance at theatres cinemas and concerts*

In the same way all techniques find their due place in this activity without it being desirable o even possible to work out any order of priority other than that based on usefulness and efficiency For example courses and lectures are an excellent method of ensuring the rapid and comprehensive dissemination of a body of concepts and facts among a public conditioned to receive them but their purely educational effect is limited Where a more radical effect is sought, with consequent changes in behaviour patterns for instance, group ctivities are obviously indicated with skilful us of the various discussion techniques involving the participation of each membe

Mass and industrial inform tion and entertain ment media such as film radio and television, from which harmful effects are feared in so far as they tend to develop a receptive and passive attitude among the users are likewis transformed into excellent instruments, not merely for the *obvious purpose of information, but also f* instruction, once it is known how to use them for educational ends and in an educ tional context (One chapter of this Manual deals specifically with this aspect of pedagogics for adult )

## FUNCTIONAL EDUCATION

For educ tional work to have point, most of the adult students m t be conscious of th usefulnes of the activities uggested to them If that usefulne s is not immediately apparent, or is indirect too remote they are eith not attracted or they lose heart and int rest The most conveni nt and natural way of linking their work to the problem of life is to base th educa tional activity on the tasks responsibiliti s and place in ociety of each individual Each one of them has personal experience of his shortcomings vis à vis the professional, economic and ocial tasks facing him once he realizes that, by engaging in intellectual work within his range of ability he will become more efficient and feel less crushed by the weight of his responsibilities his resistance to educational activity will to that extent be reduced, and he will be sustained in his efforts by a powerful set of motives And what is true fo the individual applies also of course to groups which will be able through learning together to exert together their influence on the moral and mat rial conditions of their milieu

Th educator s task is to organize the material and the knowledge he has to communicate in such a way as to meet the adult student desires in that connexion With very few exceptions what they want is not to be taught the whole of science but to get on familiar terms with cientifi questions having a direct bearing on thei particular problems This naturally makes it the educator s business to ascertain or vi ualize *what his publi professional* preoccupations are and, by making the necessary excerpts and excisions in the complex infinity of sciences and techniques to devise a t aching method whi h organizes that material into a living and progressive whole

## ACTIVE EDUCATION

As has just been seen, adult education strikes its strongest and deepest roots where work is combined with action irrespective of the field in which that ction takes place whether it be the exercise of a professional, political, religious publi service or trade union activity Similarly th educational and training methods best alculated to produce the desired results are thos in which the individual himself is the main agent in the formative proces It is a recognized fact that people retain an average of only 20% of what they hear 30% of what they see 50% of what they both see and hear and 70% of what they actually do for themselves Even the be t constructed and clearest expositions have very minor effect compared with pe onal work, even of a very ordinary kind, such as note-taking *while reading The conclusion is obvious* preference should be given, so f r as pos ibl to activiti s in which the adult plays a positive part and can put his int llectual abilities to the t st, whether by overcoming difficulty in und r tand ing, or cl aring up a confusion in his mind, or participating in discussion involving lash of opinions or t mperaments

The results which might reasonably be xpected from a pedagogical method for adults then, are as follows help in living full r lives in better accord with thems lves and the world, the stress being laid in that endeavour on the dev lopment of abilities and aptitud and th stablishment of a constant connexion and concordance between

thought and action, between the world of ideas and the world of deeds The adult students must be taught the art of living in society- moreover and this is particularly important they must be helped to acquire a method of intellectual work enabling them to grasp and transform the world around them. Adult education in fact and this sums up all that has been said so far is neither theoretical nor individualistic Its main purpose is to make men and women capable of assuming an increasing share of responsibility for their own fate as free and adult members of the community and of society In other words it directs itself towards the human person as an individual and as a social being, with the aim of providing him with a richer more active and more harmonious life

CHAPTER II

# GROUP LIFE

## THE GROUP AND THE PEDAGOGICAL PURPOSE

What is an adult education group? This question could be answ red in many diff rent ways depending on the particular country and *circumstances* In ome *cases* groups may to some extent be objectively capable of fulfilling popular education functions without themselves hav ng a clear idea of those functions or a defi ite objective to inspire and guide them Othe s may have been specially created for educational purposes and their leaders and even their members are subjectively aware of those purposes What is involved in these d finitions is not o much the concept of "the group as that of mass education, popular culture and adult education three terms incidentally which only partly coincide The important thing, in the final analysis is the educational purpose which could be defined in many ways depending on time and place Despite the wide variety of experience however it is generally agreed to regard it as the desire to promote the individual cultural advancement of young people and adults by means of out of school and specially after-school activities and at th sam time give them a larger and more active share in social lif In some countries where at any rate partial illit racy still exists these activities for many adults are in fact a ubstitute for the schools they w re unable t attend or failed to attend sufficiently What is involved therefore is an educational purpose simultaneously directed, by its very nature toward individual and ocial life. More or less clea or conscious though it may be it is this cultural and educ tional purpose which det rmines the significance of an activity the latt r may be regarded as coming within or outside the ategory of adult education, cording to whethe that purpose is in evidence or not A ports group, for example may or may not fulfil cultural functions and the same m y apply to a group mainly engaged in open air ctivities or popular tourism Everything depends on the way the main activity is carried out playing football may be no more than recreational a tivity in some as e but in othe the team is directed by a trainer who i abl through play t develop *not only the strength and skill of his players but* also thei minds and who makes football a m ans to an end and gradually adds other fields of interest to it, *such as film shows initially* confined to athletic "performances but progressively proceeding from the physical to other subtler and *more complex spheres The significance* of the game may thus be broadened, the activities may ramify and become more educational: in other *words the pedagogical purpose will* gradually transform the football group into a "polyvalent one with a wide range of activities This development *(which represents what happened in* an actual case) can be tudied in a host of specific instances but there is nothing invariable or inevitable about it Other *instances conversely* may show the regression of a polyvalent group towards fewer and less comprehensive activities revealing the eclipse of the pedagogi *inspiration* a process familiar to many young people's groups. This immediately underlines the importance of the educational purpo and the rôle of the organizer with his task of carrying out his programme in a democrati manner for we are dealing here with adults or at any rate fully-grown adolescents who cannot be given orders but must be led to ccept the educational purpose as their own

On the other hand, it is asy to conceive of adult education institutions whose public is in no ense a group Here too, the educational purpose is carried out in a particular manner but without resorting to the group form of organiz tion The students who attend a People s University course one evening a week may remain complete trangers to each other and after several months still not know the names of their clas mates This is not at all singular or far fetched. The fact is that the purpose behind such courses is not really educational in the broad sense of the word: it is essentially informative, the sole object being to transmit knowledge

The absence of a real group pirit is not necess rily due to a particular *form* of institution It is true that a People s University i perhaps less conducive than a youth centre to the formation of groups *and that the spontaneous group which* come into existence where quarters are actually shared may be closer and "tighter than the one *created by a Peopl s University tudy circle* The organizer s personality i obviously a more important factor than the nature of the setting in *which group life proceeds* but the extent to which the collective bond will take hold depends perhaps more on the nature of the

shared by the group members and their psycho sociological impact than on the actual organizer Political militants meeting at their party school, sharing the same ideal and moved by the same ext rnal pressures conscious of being a minority outlawed by present-day society and yet the proud possessors of a common call to transform history obviously form a very coherent group although excessive forms of di cipline may later destroy that personal solidarity between members and atomize the individual in face of the abstrac tion of the Party a collective unit quit othe than the um of its members Gangs of young people even without any institutional link, often achieve a far highe degree of integration A minimum of solidarity in common purpose thoughts and feelings is essential if a numbe f individuals m ting in space and time are to coalesce into group just as th re must be a minimum of pedagogical purpose and ctivity designed objectively to develop enrich and strengthen the human personality before a collective unit can be regarded as an adult education group

## TENTATIVE CLASSIFICATION OF ADULT EDUCATION GROUPS

These points having been established we can now try to introduce some order into the infinite range of dult education groups apable of coming into existence unde the most varied onditions bearing in mind always the necessarily f agmentary partial and hence hazardous nature of such attempts at classification

The first distinction that an be mad based on the general cultural level of the community fo which the groups are designed and within which they are organized, is between fundamental education groups and adult education groups proper The forme have a very clear-cut general purpose: they seek, by simultaneously ttacking on a numbe of vital fronts lit racy campaigns hygiene development of professional knowledge and practice and o on to produce a rapid and fundamental rise in the social and cultural l vel of the general community and of its individual members Adult education prope comes int the picture once they have passed the fundamental educ tion stage Although arising t very different intellectual and social levels group problems are es entially the same f fundamental education as for dult education proper and the basic educational purposes are likewise identical.

A further distinction may be made in adult education between formal activities and recreational activiti With the forme as conducted in courses classes and institutions modelling themselves more or less closely on schools or universities (it i not by chance that many of them call themselves popular universitie ) there is a risk, as mentioned earli r of their being inspired not so much by an educational purpose as by a desire to instruct, and of their concentrating on objectives peculiar to the individual at th cost of the demands of social integration This instructional character is clearly apparent where the t acher often university trained is put in charge of a group of pupils who agree in effect to spend one two or three years trying to familiarize themselves with a particular branch of learning Courses and lectures of this kind are a more or less clos replica of the university proper Recreational ctivities on the other hand exploit interests and activities related to the adults' normal life fo educational purposes by trying to harness them and pla e them in the service of adult education Typical example are the ciné- lub and the tele-club which bring together audiences attracted by the f atures presented and then induce them to discuss what they have seen and heard including the commentator s comments Th main risk here is that the educational purpos may be subm rged by the recreational function and a balance must be truck between the two.

The iné lub is a recreational institution based on the use of an instrument th cinema, in this pecific as Other recreational groups are defined more appropriately by th milieu to which they are directed Diff rentiation according to milieu can apply equally well incidentally to formal adult education: there may be pecial activities for country f lk o for worker or for dolescents (who in one ens constitut a milieu of their own) In most countries there are trade union schools catering primarily for militants to whom they impart the knowledge and skill they require in order to lead their fellow workers Youth associations some of which may be regular institutions having their own premises and provid ing their members with recre tional equipment (film pparatus sports gear etc ) give educational purpose to recreational facilities which may assume formal aspects ( g additional occupational training)

This last example brings up a further distinction: between adult education associations and organiza tions on the one hand and adult education institutions on the other In the former the emphasis is on the group as a gathering of individuals united by common purposes whereas the latte are establishments with their own equipment as well as their own administrativ and sometime even teaching staff which f rms their backbone Groups which organise cultural excursions f their members come in the first category while local cultural centres of the type existing in many countries with programmes including lecture concerts film shows or theatrical performances come in the second

Yet anothe distinction, finally should be mad between groups which engage in direct adult educ tion and address themselves directly to the general public and those which operate indirectly

by helping to train educators and leaders through courses seminars and the supply of documentary material.

A distinction might also be made between activities inspired by the public authorities and those due to private initiative their relative importance differing according to the economic and social structure of each country Where the initiative comes from the State special problems naturally arise regarding the life of the group, whose autonomy of purpose and development may be affected by decisions from above

## ORIGIN AND STATUS OF THE GROUP

We have seen the very broad conditions a group must fulfil in ord r to rank as an instrument of adult education. How do such groups come into existence in actual social life? What are the individual and collective requirements which they have to meet? An initial distinction must be made from the standpoint of ext rnal formation, between spontaneous (or de facto) groups and inspired (or d jure) ones In the case of a pontaneous group crystallising round a central interest, idea, activity or personality its birth as it were precedes the sense of awareness and mission. The most typical example is the gang" or on the adult level, the group of friends who find the same sports events fairly regular attraction For a group to come into being, its meetings must have a certain regularity or t least succeed each other t fairly close intervals A spontaneous group of this kind may either display a high degree of integration ("the gang ) or remain fairly loos and ill defined (e g neighbours gathering from time to time in the home of one of their number in orde to watch t levision) It m y eithe remain a de f to group as ume formal existence and become an as ociation, or else a more or less int grated section of an already existing association The degree of internal cohesion is not necessarily gre ter in the de jure than in the de facto group: but where the latt manages t urvive it almost always becomes a constituted body for st tus as an as ociated body and the possession of a statute confer many advantages A d facto group is debarred from carrying out any legal act it has no public existence it an neither rent a meeting place nor collect fees nor obtain tickets to congresses It often happens that the pursuit of social aims will itself dictate the choice of legal status the group, in the ase in point, may wish to obtain assistance from the publi authoriti s and will thus be led, by its own dynamism and the success which it continued existence implies to institutionaliz its lf ppoint directors with pecifi functions formulate its aims and catalogue its ctivities and resources This transition may involve some risk: the institutional form is help, but also hindrance Forms are like supports for young trees they help them to grow and at the same time dictate the direction of growth

As to the different types of statutes all that need be said here is that in general there are model statutes in all countries for the implest form of group, and that there is no advantage in adult education groups dopting statutes which are too complex and restrictive

*The social objectives should* be defined as broadly as possibl various main responsibilities laid down and democratic operation and financial control ensured Where the laws of the land confer special advantages on associations serving the public interest a group may find it useful to accept the institutional responsibilities corres ponding to those advantages But often the more "official a group becomes the more it risks seeing its possibilities of rapid development and spontaneous adaptation to changing circumstances diminish.

## GROUP AND LEISURE TIME FUNCTIONS

Adult education groups in the broad definition, may reflect a fairly wide range of individual and collective needs their diversity being conditioned by the social environment in which they operate and which leads in a positive or negative direction. The desire of individuals to combine can always be traced to a reaction against the dangers and psychological disadvantages of is lation, or t a realization that certain objectives whether they are clearly perceived or not can only be achieved through common action The factors leading to the formation of a group are always a combination of positive (pleasure derived from living or acting in common, public interest) and negative (obsessive fear of solitude weakness of the individual in isolation) Generally speaking the new group arises where previously xisting family or other groups no longer provide the benefits and guarantees which the individual seeks from them Hence one of the functions of adult education groups is to compens te for a s ries of shortcomings: e g in family lif especially in urban and industrial society as commonly exemplified by the housing shortage: in professional life which brings only certain aspects of the worker personality into play often to exces and at the cost of over strain; and in recreational or traditional activities (folk culture), which have already become or are in process of becoming a thing of the past in many places or els in their newness and crudity fail t atisfy the human need for shared activity and mutual advancement Some of these compensating functions are permanent phenomena: it has always been necessary to offset the excessive rigidity which family ties may have especially for the young; and work has alw ys had to be compensated by leisure But

which are bound up with the material and social changes of our times the growth of urbanization, which today makes open air activities more necessary than ever- and the dispersal of urban housing and the anonymity of town life neces itating the establishment of new types of groupings (such as family associations in the one case and cultural centres in the other) At the same time the forms in which the traditional compensations operate are themselves changing- under the traditional cultural conditions formerly prevailing in the countryside young people had opportunities for self-development outside the family group and in a certain necessary state of tension towards it such as are not to be found in large modern towns Applying the yardstick of these old or new requirements in order to narrow down the definition of the adult education group given at the beginning of this chapter we find that the group s compensating functions coincide in practice with leisure time activities Work is educational, both in the occupational sense and through the influence it exerts on the personality in general, however that influence by definition, cannot operate in an adult education group whose activities are non-compulsory non economic and unpaid Family life also has notable and obvious educational functions which come completely out side the scope of a voluntary group based solely on the consent of its members which can be withdrawn at any time The positive functions of working life and family life must if they are to remain positive be balanced by recreational activities which are separate from without necessarily being opposed to them and which compensate for and complete them (one can go to the cinema with one s family for example) Adult education groups are almost always "leisure-time groups and as such they should all include among their various activities in varying proportions the three main functions of leisure in modern society entertainment recreation and development in other words they should distract the mind from professional cares and family worries relax nerves and muscles fatigued by actions and motions which are either limited and repetitive or (in the case of intellectuals) are varied but bring too few organs into play and ensure the more harmonious development of the personality

The e three functions of leisure-time and adult education group activities benefit both the individual and society: they are placed in equilibrium, develop by mutual interaction and exercis control over each other Hence no educational activity can properly ignore them, lectures designed merely to develop the mind would have as little educational effect in the long run, as films seeking only to divert the audience relieving it of any effort of thought or experience of strong emotion

Whatever the initial need which leads to the creation of a group, educational continuity should bring its members to feel new needs supplementary to the first To take a concrete example a group of young mine-worker trainees was set up in a war-devastated country to offset the adverse effects of underground work on its members by sports and open air activities Step by step, under the guidance of an intelligent and competent organizer the young people have proceeded from sports to travel activities and thence to showings of films on sports and travel and later on miscellaneous subjects public readings (readers club) and private reading; and finally musical appreciation sessions Progression of this kind is part and parcel of the very concept of adult education (we would still use the word progression of course if a group went from intellectual or artistic activities to ports and open air activities for the essenc of progression lies not in raising" the physical to the intellectual level but in the transition from a group indulging in a single or favoured activity to a polyvalent group)

## AGE GROUPS

Like any other group, an adult education group has a life other than the um of the periods of their individual lives which its members spend in it or devote to it Groups like human beings pass through the stages of childhood, adolescence maturity and old age although in ach stage a sudden revival or sharp decline may occur The methods of work and leadership must naturally be adapted to these stages and take account of the experience gained up to that time The group endures whereas its membership changes the successive generations in the life of a group often change more rapidly than in life outside" especially with youth groups Conversely it may be that a generation clings to a group or is forced by circumstances to remain in it and especially in its leadership without undergoing any change Leaders who continue in office for a long time run the risk, even if they are devoted and efficient of shaping the group in their own image stopping new people from assuming responsibility and subordinating the values of initiative to those of experience Leaders should watch the rise of possible successors very closely and give them a chance of developing They should then withdraw voluntarily in their favour The age pyramid of a group, in general and in relation to the functions carried out, is a factor which must be constantly borne in mind, and the variations in it should be carefully noted What has to be considered in this connexion is not only the civilian age of the individual members but their group age i e the number of years spent in the group and in posts of leadership and responsibility The rotation of teams and generations which should not of course be confused with institutional instability is ssential in a group which is organically developing

## THE GROUP AND ITS SOCIO-PROFESSIONAL STRUCTURE

Th objectives and initial conditions of a group give it a certain social and professional structure the evolution of which should be closely watched If for example one is running a ciné-club which originally had a mixed social composition and it is found, after a certain time that it is being deserted by workers and is increasingly tending to attract employees minor officials tradesmen and students only that development may either be regarded as inevitable and steps taken to initiat another ciné-club parallel to the first, for workers only or else action can be taken to *counteract that trend The main thing is to realize* what is happening so that measures can be taken or suggested in full knowledge of the facts This example hows the value of a permanent check on results, as referred to later in a separate chapter

Suffice it, for the moment, to recall that other factors uch as sex, level of education, urban or rural nature of the locality housing conditions forms of family life and social traditions (which include such diverse phenomena as working-clas consciousness or urvivals of folk culture) may have considerable effect on group life and it is important to track them down and analyse them in each case with the utmost accuracy

## PARTS PLAYED IN THE GROUP

A regularly constituted group has to appoint certain of its members to carry out the functions provided for by the statutes (Chairman, Secretary Treasurer etc ) Functions and structures soon tend to take shape in de facto groups also The functions in question, meanwhil are not always coupled with uthority especially in adult *education groups whose leaders and organizers* are already active outside the group (example country school teacher running a post school education group) No matter how far authority lies outside or inside the group, some of it must always lie in the hands of the person responsible for organizing group life although its exercise may clash with the actual work of organizing Leaving aside any question of selfish ends

uthority sets itself certain objectives; and in following its ideal, the ction to be taken becomes more important than the effect it has on the development of individual personality Whatever may happen, the leader or organizer must be constantly on his guard and beware of his own paternalist tendencies especially if he is more cultured and perhaps has a higher social tatus than th othe members of the group These tendencies are more dangerous and often less con *cious where the organizer has not emerged* from the group but was there before it where he is its "founder or spiritual father P ternalism, the desire t mould the judgement of others on one s own may kill that organizer s sense of devotion and democracy This explains why the intensity of democratic life inside a group (not only when general assemblies or elections are held but in day to-day work) is a highly sensitive barometer of the organizer's failure or success It is not merely a question of having proper elections of officers and leaders but also and especially of drawing the maximum number of members into group activity and seeing that speaking time is shared out fairly during discussions The example of groups which have acquired the equipment they needed (film apparatus television sets furniture, etc ) by an effort of voluntary co-operation assumes its full educational value in this context

Nor is it good for the organizer whether elected, appointed or pre-existing to remain isolated from the mass of members The ideal for a group with a strongly educational purpose should be, rather for each of its members to *have separate responsibilities to fulfil, or even* take turns in carrying out all kinds of duties The organizer should in any case surround himself by as istants and train them systemati cally if they are too "raw They are as it w re the group s middle-class or educational overseers whose isolation from their own "base incidentally should be carefully avoided They can be given all s rts of duties to carry out uch as adminis tration, collecting contributions operating equipment or helping to run the inquiries and surveys necessary for a more ccurate check on results

## NECESSITY OF ACTIVE" PARTICIPATION BY THE MEMBERSHIP

Adult education groups alw ys have two objectives *the first external' and connected with the activity* in view and the second internal and more directly related to the human advancement of the members Taking, for example the case of a ciné-club meeting followed by a discussion on, ay the neo-realist school, the external objective is to give the udience "information on the subject and furnish their minds with fresh knowledge and impressions while the "internal objective is to get them to exercise thei personal judgement and become active pectator as it were through the manne of presentation of the ubject and the ensuing discussion The style of work of an adult education group and the methods and instruments it uses thus assume pedagogi al importance of the first rank. The new knowledge concretely transmitted to the members in the course of a group activities will always remain piecemeal and limited, the purpose of adult education is not t tock the "customers minds with encyclopaedi but t mak them capable of working on their to enrich and supplement their anty

substantially though still inadequately enlarged by their attendance at the group Above all, an adult education group should be a entre for training self taught o partly self taught men and women in methods of intellectual work suitable for persons who left primary school without attaining a sufficient degree of literacy Cultural illiteracy often survives the attainment of literacy in the purely technical sense

These observations should not lead, of course to the adoption of an agnostic or relativistic attitude towards the actual subject matte taught by adult education which would be tantamount to a reversal of the traditional system of pedagogy of the 19th century and the complete abandonment of concrete knowledge in favour of the art of living As stated earlier there has to be a state of tension and hence genuine coexistence between the two way of conceiving adult education, both of which, far from being diametrically opposed, serve th ame ideal, in the final analysis of the emancipa tion of the human person But where one prevails over the other whenevre the group becomes a school in the bad sense which that grand word sometimes has in the popular mind or whenever conversely internal democracy and int llectual training through discussion become empty formalisms it is the educational objective itself which suffers from these deviations

## THE GROUP AND THE ENVIRONMENT

Both the individual group members and the group itself as a collective body have complex relationships with the surrounding milieux, as stated earlier in describing the needs resulting in the birth of a group and its successful operation These relationships with societies milieux, syst ms and persons are essentially ambivalent: the group which has come into being to remedy a deficiency finds timuli and excitations as well as obstacle and inhibitions in its environment, its existence and activities simultaneously promote and disturb the development of that environment Take the well known example already mentioned several time of the ciné-club The group first arises from the need f lt by a minority to see films which cannot be seen in the normal way or to se other films which may have been shown in ordinary cinemas under better conditions without dubbing, for instance In addition it meets a need for comparing, discussing and exchanging views a need for more direct human relationships but also for self assertion and combativity Where the ciné-club operates successfully keen and active élite audience is created which reacts against normal inema programmes and ends up in the most favourable circumstances by exercising a not inconsiderable influence on the programmes presented and even on film production it lf Apart from its beneficent results active participation by the audience acquisition of the elements of a cinematographic culture partial effect on the climate of film production and distribution the ciné club s action also involves dangers (creation of s lf taught experts who engage in discussions on film technique instead of caring about the message or purpose of the film) and produces economi social and even political and legal reactions commercial cinemas may often try to fight the non-commercial networks the taxation authorities object to the privileges enjoyed by education groups the censorship authorities encroach on the freedom to which closed groups are entitled r the various ideological systems take over the non commercial cinema as a useful means of influencing the masses or training militants The balance- heet shows a continual swing from credit to debit and back again, and the group and its o ganisers must constantly assess the value of their activity by viewing it within the general and contradictory context of these tensions

The education group by its action, can transform (or help to transform) its environment The 1953 1955 Unesco study on tele-clubs in France (Joffre Dumazedier Television and Rural Adult Education Unesco Paris 1955 Roger Louis and Joseph Rovan, "T levision and Tele-clubs in Rural Communities Reports and Papers on Mas Communication No 16 Unesco Paris July 1955) and on their reactions to television programme show the po sibilities and limitations of this form of activity which is capable as witness the instance quoted of changing the ttitude and behaviour of rural communities with regard to technical progress A study made by All India Radio in co-operation with Unesco (the results are to be published in 1958) similarly shows how radio broadcasts to Indian peasants giving advice on health and agricultural practices gained considerably in effect when listened to by groups which discuss them The individual, by himself would shrink from opposing routine and tradition. Discussion and group life encourages him to do so by showing him that he is not alone in adopting new behaviour patterns

Hence it is es ential for adult education groups not to evaluate their successes and results solely in terms of themselves and their members severally or jointly Educational work has more than individual significance it is aimed also at the communities to which the individual belongs which he constitutes and by which he is imultaneously moulded School teachers cannot complacently tot up figures for their pupils examination succes as if contemporary history meanwhile reveals that those same pupils fail after they have left school, to fulfil their functions as active citizens Even le s can popular education, which is directed to a voluntary minority of the fully grown youth and adults of a nation, measure its succes solely in terms of the progress made by individuals Whethe its rôle as a timulus is recognized or whether it is

not fully appreciated the only reason for the adult education group s challenge to society in general and to local society in particular is its desire to serve it. Educators should be conscious of this vocation, and know how to assess and evaluate the results

# CHAPTER III

## THE GROUP AND ITS IMPLEMENTS AUDIO-VISUAL TECHNIQUES

### THE VARIOUS TYPES OF IMPLEMENTS

Most group activities involve the use of implements and there are special techniques for using them Actually the terms activity implement or instrument (the two latter might be supplemented by the terms "medium and aid ) and "technique which we list here in the logical order of progression as it were merge with each other in practice and are often used ambiguously An implement or aid such as the film for instance may well be an activity as far as the group is concerned (the group goes in for films) Some of these "implements may become the pivotal points of group activity when its objectives relate t the leisure-time occupation or professional development and progress of its members or when it seeks to raise their general cultural level or promote their civic education

The implements now available to groups of all kinds for their work cover a very wide range Premises or installations no matter how exiguous might be said in the very broadest sense to be es ential instruments or rather equipment But they are equipment providing the pre-conditions for activity rather than auxiliary instruments proper Books on the other hand must be included in the latter category The concrete object "book as part of a library may be read on the premises or lent out for home reading and this traffic or operation may be an important group activity A book could likewise be used for public reading at group meetings o in connexion with dramatics or it could be the subject of a general discussion The implement here is not merely the concrete object "book but the totality of the ctivities which can be undertaken thanks to it (and especially its contents of course) and around it

Lectures talks and study circles ar not objects but techniques which us the spoken word as their sole material lthough in a broader sense they might be de cribed as implements in the service of group life Lectures, as a "technique come in the same category as the technique of reading clubs public readings of novels or plays or ciné-club performances although they may also mak use of other implements and reinforce the effect of the spoken word by other sounds or by visual material (graphs, filmstrips, films, gramophone records tape recordings etc ) The various techniques and the various implements may serve as mutual aids depending on the stress laid by the group on one or other of them Thus lectures may serve as aids to films or books to gramophone records Public discussion viewed in its broadest sense is itself an implement serving all the others at the same time it is autonomous in the sense that it is independently capable of promoting the group life and the progress of the members: to "learn to discuss means not only to acquire a practical knowledge of discussion technique (still anothe use of the word "technique") but lso to train the mind and make it more capable of handling the problems of life

### THE MACHINE AS THE SERVANT OF THE GROUP AUDIO-VISUAL AIDS

In this interplay of instruments and techniques where no one is always the servant nor yet the master all in the final analysis are servants of the group and the individuals belonging to it A commonplace distinction may conveniently be made at this point by placing instruments and techniques based on the use of mechanical devices in a separate category Unlik the more tradi tional activities ranging from lectures to readings and port the "techniques of film radio and television are mainly characterised by the fact that mechanical devices are used for applying them To go in for films a projector and often a film camera are necessary just as a receiving set is required in order to go in for television or run a tele (or radi ) club The gramophone record or tape recorder for their part are used as aids for more traditional activities such as music whether practised or listened to or dramatics but at the same time they transform their conditions and extend their possibilities almost indefinitely Instead of having a group which practises chamber music for exampl we might have one which listens t records goes on to recording and mountag techniques and in this roundabout way in theory at least may eventually ome back to practising chamber music

The instrument serving the group is not imply the device or machine but the activity which can be conducted with and around it The particula attraction of the new implement which technical progress makes available t groups in this way is

their very novelty and the fact that it makes some of mankind s oldest dreams come true The film in fact is able to give the dream world and the fairy-tale real ubstance while television elimi nates the dual barrier of space and time and bestows the gift of omnipresence on the view However strong an attraction the book may continue to exert on habitual readers its somewhat retiring charms are often overshadowed by the more massive blatant and compelling power of film or television The use of mechanical devices gives the new aids a power of fascination an aggressiveness even that puts them in a class by themselves With the doption of these new implements a group which had previously depended only on the book or the lecturer s spoken word, or on direct ports activity by its members would see a transformation in the very nature of its internal relations while even its objectives and the needs which its activities are designed to meet would be affected The new aids face the *group with the problem of how to assimilat them*

AUDIO-VISUAL TECHNIQUES VERSUS THE GROUP

Experience shows in fact that with the new type of implement the power it exerts is heightened by that of the machine which it embodies The machine however familiar or intimate its workings never loses its mystagogic hold on the human mind and the fact of its creating and fostering myths may affect a group in many different w ys Where the group antedates the use of the new medium, the latt may give it eithe new vitality or a fatal shock It is quite common for groups to be expressly constituted round a new instrument ( iné-clubs tele-clubs) in which case there is a great danger that the instrument may eventually smothe the group or putting it in another way the purpose for which it was originally used The aid like the sorcerer broom gets out of hand as far as the group and especially the organis r are concerned This has been the fate of scores of ciné lubs where the technical aspect the obses ive urge to get to know and use the cinema as an instrument has overgrown the initial social purpose and significance Groups in this ituation gradually cut themselves off from "popula culture which in its inmost sens is the general development of personality and not the acquisition of *knowledge i any particular field* "Monothetic groups (the term is no doubt more correct than the usual one monovalent") those which go in for only one "technique (ciné-clubs tele-clubs or radio clubs) are particularly exposed t this danger Where the m mbers are off red a choice between a wide range of activities that choi e m y be in danger of becoming a de d lett r from time to time but there is les risk of seeing them succumb to the t chnical mindedness which has drained so many iné-clubs of their cultural content

The risk of being side-tracked is always present, even where the implement does not bring with it a ready-made programme prepared outside the group as in the case of radi television and especially the film Amateur photography and cinematography are *activities in which there is* sometimes a risk that the actual equipment may become the mainspring of the group interest or in this case enthusiasm which becomes entirely focussed on the technical side of the activity The production of "first class photographs and the acquisition of bigger and bette equipment aims which are quite legitimate in themselves but may also becom an obsession thenceforward become the group s sole object In this case, again, the monotheti group should strike a balance and see that its members do not become completely engrossed in a singl "hobby

These dangers should be carefully watched by groups and especially by group organizers who will have to counteract such tendencies by suitable *methods without coming into head-on conflict with* the members They will have to be constantly mindful that techniques implements o even groups are there to serve a purpose and that knowledge of a technique in relation to a particular field of human or social endeavour has no point, in dult education, unless it helps to develop the group members personality or increas their influence on their environment A knowledge of the cinema is not a sufficient objective for a ciné-club Knowledge by itself is not cult re on the other hand and this is truer than ever today an understanding of the instrument which man has devised t increase his control of th universe and of how to use them, is an essential a pect of culture Implements must never be more than implements if man is t increas in stature

AUDIO-VISUAL MEDIA AND DISCUSSION

Audio-visual media are implements s rving the dult education group, whil discus ion is an implement erving the activities for which the film, television the tape recorder and so on are aids Discus ion is thus a second-degree as w ll as a first-degree implement It has in fact two majo objectives: it must improve the use which the group makes of an instrument such as the film (it helps to strengthen, and if necessary co rect or upplement the impression left by the film, and lends point and sharpness to the thoughts aroused) while t the sam time it has to provide instruction on how t discus It reas umes it independent function in this as by helping group members to increa their power of lf-expres ion, and by training them in the more effective exercise of whole host of concrete tasks where lea thinking and speaking to the point are es ential Dis us ion promotes the int llectual and even th moral and soci l, development of thos who take part in it Like participation in any other

specific undertakings successfully carried out by concerted action it provides a lesson in individual co-operation in a grand symphony in which all have a part to play and in which those who keep silent and those who try to silence their fellows are equally guilty of bad form

The independent function of discussion (we put the word in "quotes to show that it is a que tion not of absolute independence of discussion for discussion s sake but of a first-degree function serving the cultural purpose behind all adult education groups) is greatly enhanced where implements are used In relation to discussion, the new audio-visual aids occupy the same subordinate position as discussion does in relation to them when placed in their service It is a cas of an exchange of courtesies between implements of a different kind but all devoted to the same ends Adult education has need of this interplay of implements People will discuss more effectively the greater their stock of images and ideas The stimulating effects of the miraculous catches netted by television and the cinema may not be felt immediately for the emotions aroused among the viewers may be too strong to permit of discussion in which case the leader will have to take care not to over force the discussion by insisting on it before it can bear fruit

## THE THREE CULTURAL FUNCTIONS OF AUDIO VISUAL AIDS

Let us now consider how audio-visual aids can promote the activities which they are designed to serve Their cultural functions are three in number Take for example, the film What is the purpose of activities of the ciné-club type? In the first place to arouse active attitudes and reactions among an audience whose normal response to films is characterised by physical and mental passivity The cinema audience submits but the ciné-club audience is expected to react, not only for the sake of its own mental health but also in order to create among the broad mass of filmgoers for whom the cinema is a school of estrangement from life new focal points of activity criticism, reflection, refusal or acceptance in place of the passive submission of the devotee The audience needs to be made familiar with the cinema in order to become proof against its poison but sensitive to its splendours

The second function is to enrich the minds of the members by giving them a new insight into the nature of the instrument itself It is obviously useful to learn all about dolly or travelling shots initiating the audience into cinema "know how means helping to dispel its illusion, make it aware of the sense and purpose of a film, and destroy the attitude of submissive acceptance of make-believe and pleasing myth. This last point is particularly important The general reading, listening, film going and televiewing public has not the lightest idea very often, of how the production it consumes in the cinema or at home in front of its sets has been created and brought before it Thes untrained "consumers" have scarcely any inkling that it is a product in the craft sense a work by an author with a purpose which he has expressed in it Quite often, they do not even remember the title of a film they have just seen although they may at a pinch, be abl to recall the name of one of the actors or actresses Once he grasps the analogy with the work of a craftsman however the ordinary spectator listener or reader will be able to ask himself what the author s purpose was and go on to consider how and with what succes that author tried to carry it out For the adult group member problems of content and treatment the development of a ritical attitude and the formation of an aesthetic judgement concerning purposes and methods are vital and still largely unexplored fields which a more detailed study of group instruments used can open up This method of approaching and explaining film, radio, television and even literary work may to some extent also help to breach the wall of mutual ignorance which still separates manual workers from the producers" of intellectual and artistic works

However the decisive contribution to be made by group instruments in imparting new knowledge has nothing to do with the instruments themselves nor with their mode of operation, production techniques devices or mechanisms but with the new knowledge itself as imparted through content of the material transmitted Films radio and television are enlarging the field of contemporary man s experience almost to infinity and the educator s problem is rather to bring a certain degree of order into the chaotic welter of informa tion available to inventory and clas ify it, study how to use it, and open the road to what remains obscure or unknown in this field

The three functions of audio-visual aids then, are (1) to stimulate active attitudes (2) to transmit new knowledge concerning the instrument itself; and (3) to convey new knowledge through the content of the film radio or television programmes presented

The first two functions come within the field of initiation into cinematographic, radio or television art In the case of the first of these the term "film education is als used, it is in connexion with the cinema in fact that the question of initiation into the art of information media has been most exhaustively studied television is far more recent, while with radio the question is less urgent, and for that reason it has been given comparatively little attention so far An examina tion of the relations between these media and the general public would come outside the scope of this Manual, and all that need be said here is that ciné-clubs tele-clubs radio clubs and all similar forms of adult education groups in general have an important task to fulfil, which might be defined

as stripping the media in question of their cloak of mystery Unesco, incidentally is to publish in 1958 a study on film education.

The third function the imparting of knowledge through th content of information media comes within the field of education aids Here again, it is impos ible for the Manual to deal in detail with the use of udio-visual aids such as films filmstrips flannelgraphs photographs posters and other visual aids television radio tape recordings and gramophone records the fi ld is too vast and it has already been explored in other works However there are one o two general observations that may usefully be made Audio-visual aids can be divided into motivation aids which eek to modify attitudes and instructional aids The latter are usually designed expressly for that particular purpose (didactic aids) although this is not an invariable rule Non-didactic aids such as documentary films and many feature films can be used to good ffect for imparting new knowledge. there is carcely any human problem which is not the subject of a film, be it short or full length Thes are aid which no educato should cast aside or allow himself to be deprived of

By and large adult education workers will be well dvised to make use of non-didactic as well as motivation aids The adult huns anything that reminds him of school methods or require effort without yielding pleasure (for he devotes quite enough effort to his often exhausting everyday work) The o-called commercial film which tells a tory may prov to be an instructional medium exerting an effect which will be all the more striking and lasting through having been registered emotionally A film which depicts the life of a miner with its tragedies joys and orrows will be more ucces ful in giving a picture of what colliery work means than even a well made documentary which could however be used once th fiction story has opened a breach in the spectator s wall of indifference Nor hould it be forgotten that the public sees the former type of film week after week, wherea (with ertain exceptions) it holds aloof from the latter type This does not mean, of course that the documentary should be banished from adult education groups especially those which have already made some progres The sole point is to stress th importance of the contributions coming through the instrument which has the greatest hold over the general public the commercial film contributions which no educator has the right t ignore But neithe should didactic aids be neglected, especially for tudying specialized (e g scientific) subjects

## AUDIO-VISUAL AIDS PRESENTING A PROGRAMME PREPARED OUTSIDE THE GROUP

Between the film, the filmstrip the tape recording and the gramophone record, on th one hand and radio and t levision programmes on th othe there is an important practical difference which determines how much benefit the educator can derive from those implements The form f once they have been produced, can be used anywhere and at any time: they are true aids placed in the service of activities whose content, progress place and time they influence only very indirectly Radio and television programmes on the other hand exercise far more strict authority over the educational activities which try to make use of them The activity must be arranged around the programme the date of which is fixed and which cannot as a rule be repeated The film serves as an aid to the organizer who has selected an ctivity correspond ing to his personal aptitude or knowledge and now seeks suitable films by way of illustration, whereas with radio and television, he has to base his programme on those of the broadcasting tations which are rarely designed to cater for educational requirements or eve purely cultural ones He has to obtain additional documentation in order to make us of the broadcasts whereas the film is normally an adjunct to the material he already has With programmes of the existing type the us of radio and especially television, although tempting in view of the wid variety of subjects and the ttraction of catching lif on the wing and seeing history in the making sets the organizer difficult problems and special documentation handbooks are now being experimentally used to overcome them There is still another difficulty to be contended with the fact that audio-visual aids re not alw ys as good or effective as they should be The probl ms involved in their production cannot be gone into here but it should at least be stressed that co-ordination between production teams and specialists in adult education is highly desirabl for the forme whether they realize it or not, can exert good or bad though in any cas decisive effect on the minds of thei public Without being formally recognized as such, they are educators to the highest degree

Co-ordination is perhaps more difficult to achieve when it comes to films In the first place there are questions of financial returns which compel the producer to think in terms which often have nothing in ommon with adult education Most adult education movements unfortunat ly re in no po ition to shoulde th cost of producing the films they need (which raises the question worth study by ll of them of organizing the non-commercial ma ket) Film production, lso is far l s concentrated than t levision or radio production

T levision and radio off bett pro pects so far as co-operation between producers t ams and educators is concerned, and there is no doubt that they have an important part t play in adult education Joffre Dumazedier in his study "T levision and Rural Adult Education published by Unesco in 1955 gives a typi al illustration of this when h describe a concrete experiment

in collaboration between television producers and educators covering a series of 13 broadcasts to rural tele clubs in France on agricultural questions

There is concerning radio one further point Certain specialists feel that the effect of the advent of television may be to lead radio to concentrate more and more on specialized audiences Such a development would undoubtedly benefit adult education

## A REMEDY RECORDINGS

The difficulties inherent in general programmes fixed in advance without relation to the programmes of particular groups wishing to use them can be offset by the use of tw techniques or instruments tape recordings of radio broadcasts and kinescopes of television broadcasts *Generally* the applica tion of the first technique is plain sailing apart from legal considerations questions of copyright etc Where the recording is strictly intended for internal use then difficulties should not be insurmountable for recording equipment is becoming more and more readily available and easy to manipulate and the work could be done by the group itself The establishment however of record libraries or fully fledged public or commercial sound libraries" would undoubtedly promote the wider dissemination of programmes or montages useful to groups As regards kinescopes which are expensive to produce and can only be made in the studio a transcription of the magnetic sound into optical sound is still necessary if the films of the televised broad casts are to be used as ordinary films for projection by the 16 mm equipment which adult education groups usually have Yet the fact remains that the vast resources of a programme running for many hours a week could completely revolutionize the possibilities of the film in the servic of adult education. A Unesco study on the potential us of kinescopes in adult education film circuits clearly shows the great benefit our groups would derive from a development of this kind (Unesco is t publish the study in 1958 ) The obvious advantage of tape recordings and kines opes is that they enable presentation and discussion to be more effectively prepared and are easier to fit in to the group programme Their us would transform radio and t levision into what they are not, in the true sense today real instruments in the service of adult education groups Admittedly they would have a price to pay for such progres in the los of one of their main attractions the sense of directness and liveness

In the cas of tape recordings there is another aspect to their us which is of very immediate benefit for discussion purposes they allow the group to listen to itself after the heat of the battle all passion pent The group and its members can then make general and individual criticisms of the various contributions study their construction (or lack of it) and evaluate the general trend of the discussion and its various stages and digressions The organizer will stand to gain as much from this as the members Tape recordings will also be very useful for checking results by permitting a comparison between one discussion and another they will provide a yardstick for measuring the progress which the group and its members have made In particular they are essential instruments for a serious study of vocabulary building and, as we shall see in the chapter on the checking of results they provide a first rate index of achievement Members with a scanty vocabulary consisting only of concrete terms are able through group activities and discussion to increase their stock by adding new words especially of a more abstract and technical kind

Tape recordings could be described as the group collective memory its recorded history thanks to which it can gain a better idea of the headway it has made It is a control which every group should try to acquire

## THE ACQUISITION OF IMPLEMENTS

It will not be out of place perhaps to make a few points concerning the acquisition of implements It is always a good thing if the effort to raise the necessary funds for acquiring the equipment it needs comes from the group its lf r at least if it makes a substantial ontribution in that direction Experience shows that a ollective effort of this kind has an educational value of its own from the social angle (it contains the germ of co-operative purchas group) and that people are more appreciative of what they have helped to pay for out of their own pockets and like to get value for their money Collective acquisition gives the group greater coherence and provide a stronger foothold for the activities for which the equipment is to be used as the instrument or aid

This point having been made it is obvious that there will be many cases where a group can hardly be required to put forward an effort of this kind let alone a series of efforts Nevertheless it should always be asked to make a material contribution, however small, in the form of cash or labour Several of th Adult Education Centres maintained by the "Unione per la Lotta contro l Analfabetismo" in southern Italy were built by voluntary labour contributed by people in the local villages with the Union providing the funds for mat rial purchas s and paying the architect fees The villagers now regard the Centres as their own, and use them regularly This example is worth thinking over

But there is the further point that adult education groups fulfil an important social function on behalf of the general community and

it is only fair that the authorities should take this into account and come to their as istance Where a group matches up to certain conditions which will obviously have to be defined in specifi but flexible terms (proper checking of results will be very useful in this connexion also) it has a right to help of this kind, just as it has the duty of helping itself through the combined efforts of its members Thus the formula effort by group members plus assistance from the authorities has much to commend it It is always astonishing if a municipality provincial authority or government is unaware of the value of work of adult education groups and is unwilling t assist them in obtaining the equipment they need just as a group relying solely on subventions in order to start up activities is a matter *for surprise*

Finally it would be better for groups not to be dependent on the favours of the authorities for assistance in cash or equipment but to be able as they are in many countries to participate *through their representatives and in collaboration* with the official departments concerned in formulating and executing the as istance programme under which they will benefit This ort of collaboration is extremely valuable from the standpoint of *social* education, and *provides training* for th discharge of major responsibilities

In those countries where the practice is to formulate a general plan for raising th cultural lev l of the population, the groups thems lves which contribute towards *that rise should* participate in preparing the plan, just as inside the groups there should be democratic discus ions on all questions relating to the acquisition of equipment ( requests f assistance or subventions) with each member *sharing in th* decisions just as later he will share in the us of the equipment

One useful result, where the authorities (especially those representing the general community) are *interested in equipping adult* educ tion groups with audio-visual material will *be to promot the standardiz tion of that material* The differences in the revolution speeds of tape recorders for example have given the users some *unpleasant surprises;* while *not all television* sets are suitabl for group reception The authorities can be of very great indirect help to groups by publishing approved lists of equipment requiring the makers to conform to certain specifications as a condition for listing their products and encouraging the production of pecial models which are stronger safer and adaptable for group use The groups for their part have every reason to prefer such tried and tested models to equipment which may sometimes look handsome and eem m re economical but may well turn out to be a great disappointment

## SUPPLY SOURCES FOR AUDIO-VISUAL AIDS

*So far* the reference has mainly been t the acquisition of projectors wireles and television sets tape recorders and the like However groups using audio-visual aids have the problem of obtainin supplies of films filmstrips records *and other matter (even kinescopes perhaps) In* short all the material without which the equipment will be so much useless junk Many countries have film libraries where groups can obtain commercial films and documentaries and there *are public and private agencies which have lists* of filmstrips and records vailable A great deal of work on co-ordination, information and documentation has already been done in many fi lds with a view to giving groups easier access *to these sources but there is still much room for* improvement Furthermore films filmstrips and records have to be properly presented, explained and commentated if they are to be used to the best advantage Quite often, group *organisers are not too well briefed on the subject* which means that they have to be supplied with additional information material and documentation specifically designed for their use and adapted t adult education group requirements This work *material, in the form of film or record notes* documentation f lders et with a common *system of headings perhaps* for each item covered, are essential to the educator in carrying out his task of presenting and commentating the works *transmitted through the implements*

CHAPTER IV

## GROUP DISCUSSION

Discussion comes as naturally to man as breathing One has only to listen to very young children chattering about cars They try for hours to onvince each other that no car can beat the one they favour They are never t a loss for arguments "Your Jaguar s fast, maybe but it uses too much petrol My Fiat more practical, and the spare parts don t cost much either and so on All is grist to th mill for this kind of discussion whether the pleasures of a holiday in the mountains as compared with the seaside or the claims of the children respective families to fame and importance

### UNORGANIZED DISCUSSION

In this word play akin to sword play the important thing always is to demonstrate one strength and superiority over one antagonist and just as the muscles respiration and agility are developed by wrestling and physical competi tion, these verbal exchanges are essential for developing the mind In making them man discovers th pow of the word and acquires an awareness and mastery of an important element f his intellectual capacity At the sam time he gets used to the communication of ideas and impres ions which in conjunction with affective relationships and routine habits goes to make up sociability Adults argue on all possibl subjects on all possible occasions in the factory concerning piece-rates in the museum, concerning pictures or in the café concerning the merits and dem rits of politics and politicians Each day brings its spate of tupidities banalities and malice but at the ame tim much that is tru and profound concerning lif s ups and downs

### DISCUSSION IN THE SERVICE OF EDUCATION

An adult education system eeking to link educational work with the problems and activities of everyday lif can hardly afford to ignore so effective an instrument f mental development as discussion briefly referred to, in Chapter III as a group implement in the servic of other implements Discussion in the raw however is very imperfectly dapted to the needs and requirements of genuine culture The sort of improvised discussion one comes across every day may do as much harm as good, it may just as well hamper the development of constructive mental attitudes and healthy social relations as promot intellectual exchanges and communication.

It has been necessary in consequence to canalise and harness as it were the potentialities of discussion. Without destroying its forcefulness it has had to be subjected to rules to enable it to serve the ends of adult education, in oth words prom te an understanding of the world of ideas and ction, develop sociability and increase the speaker s ability to express his thoughts and eelings Subjected to these rules illumined by experience enriched by the results of sociological and psychological research and co ordinated with other methods and techniques discussion has becom a pow rful instrument of cultural development occupying a key place in pedagogics for adults

The following paragraphs describe a number of systems and rules whose soundnes and valu have been proved by experience There is nothing rigid o cut and-dried about them for discussion is a vital phenomenon, and one of its main virtues is flexibility and capacity t adapt itself to the thousand and-one facets of life But group organizers may find it useful to have ertain details concerning various rules and procedures which practic has shown t be effective

In th first place stress should be laid on the important part th group leader organizer must play in developing the discussion. Yet his place in the group must be always clearly defined and delimited while he is responsible for the group he is not its head It is essential, if the group is to become conscious of itself as concrete entity and an agent for educational work, that no one of its member hould enjoy excessiv authority The leade or organiz of th group is its rvant throughout his entire term of office on the same footing as any other membe although with diff rent functions In the moral ens it is as representativ of the group that he carries out certain functions which t any rate in theory could have been entrusted to anoth membe fo a short or long period His functions will therefore be on the lines d cribed below

## DEMOCRATIC ATMOSPHERE

Not all milieux are ready to accept discussion as an instrument for intellectual advancement Take the example of what happened during a visit to an adult education institutio where everything seemed to be perfect. the clas rooms were well equipped and attractive the bookshelves well stocked, and the programmes well chosen and judiciously adapted to local conditions At the end of the visit the very natural question was put "how do you organize your discussions following the lectures? The director seemed hocked: "Discussions? We don t have them we want no disorderly behaviour here

His reply is typical of the authoritarian and paternalisti attitude Individuals and milieux with that cast of mind regard order in the sph re of learning, as the imparting of knowledge already fixed according to strict and almost sacred rules of grading According to this view minds are of two lasses: the ignorant ones at the receiving end and the learned ones at the giving end It is easy to see that the forms of instruction most clos ly matching this attitude are lectures and professional training ourses

The use of discussion implies an altogethe different approach which might be termed democratic When Descartes wrote at the beginning of his "Di cours de la Méthode that common ense is the most common thing in the world he was proclaiming the equality of minds in the face of truth and knowledge Not everyone is equally learned of ourse th man who has pent his life studying the Egypt of the Pharaohs know more about the history of th Pyramids than the peasant who spends his time cultivating his land and looking afte his cattl But does the Egypt logist know m re about lif the seasons war and peace or the bringing up of children? It is pos ible even, indeed, probable that the peasant s gene al knowledg is far superior in many ways to that of the man who can claim membership of whol series of learned academies

The conclusion t be drawn is that knowledge is not the privilege or characteri ti of any one milieu or class of person, but that it is always limited and peculiar to the individual abundant here and scanty th re abstract theoretical and bookish in a particular field, and concret and rich in experience in anothe

A econd conclusion, still more important and decisive is that no one is privileged to be always right still les t know what is right for others It is not through the uthority of a person in better position to know and judge th facts that the truth concerning a situation, event or problem is established, but through the reliance whi h everyone must place on what eems to him sufficiently well proven o probabl

Everyone has a point of view to dvance on the evidence of his sens s experience and judgement This is his right and duty and it is by pooling all evidence of this kind that we can get nearer to a correct apprehension of reality The most suitable instrument for exchanges of this kind is discussion. In a study group where discus ion proceeds as it should, th experience of the historian can illumine and clarify that of the sociologist, the theoretical approach of the jurist and th practical pproach of the politician reach a synthesis after their initial antithesis and men and women respective views on life converge towards a higher harmony Given mutual support for each other s efforts these exchanges in all their manifold forms bring out the underlying unity of mind

## PEACEABLE ATMOSPHERE

At our present level as citizens and members of the community discussion is a f ctor for peace provided the group meeting is properly conducted An educational discussion is not a jousting-ground with the prize going to the best accoutred opinions and the strongest arguments There is no question of being the vict r and disarming the adversary by reducing him to ilence The important point to remembe is that the essence of knowledge means not triumphing ove the ignorance of others as is all too often believed, but discovering truth Its cquisition depends on elf mastery through the construction first of all for oneself, but also for the use of others of an investigation and control method guiding the w y through the jungl of errors and prejudices

Discus ion ceases to be polemical in adult education groups and institutions and antitheses merge into higher synthesis It is no longer a question of triumphing over the weak t but of advancing together by pooling skill and knowledge towards a fuller awarenes deepe wisdom, and new social attitudes

If th discus ion is t retain its collective character it is essential for all group members to join in exchanging ideas and impressions In this connexion the group must take care not to plit into two smaller groups consisting of those who peak up and expres themselves and thos who keep quiet and are content t sit back and follow the discussion

General participation is not achieved utomatically for there are many obsta les t prevent it

Every group contains some personalities that are "overwhelming others that are naturally reserved There are the loqua ious types who are always on thei feet and unable to top talking and the dominating types who try to impos their point of view and impre the group by a display of knowledge and there re those who are afraid of the sound of their own voic and the reserved ones who feel no need to communicate their view t others Social reasons apart from

psychological considerations may also reduc some of the participants to silence a farm hand for example will often hesitate to join in th discussion if his employer or overseer is present It will be necessary therefore to impose moderation and temperateness on the discussion hoggers and encourage the others to join in the game and to do that the organizer will need all his personal authority and tact Some people will be induced to break their silence if addressed before the whole group whereas others will dig in their heels even more firmly if approached in this way A brief man to-man talk will often succeed in overcoming psychological obstacles In some cases it may be useful to give the shy ones a specific job which they seem capable of tackling, in order to restore their self confidence But here again a formalistic approach should be avoided While it is a good thing for everyon to participate it would be wrong to insist on it regardless of the circumstances It is essential not to do violence to the feelings of group members who prefer to keep quiet or await a more favourable moment to speak Respect for each individual is an absolute rule

THE GROUP AND ITS COMPOSITION

The better the group the better the dis ussion will be which means that special attention must be paid to the group's composition There is very little the organizer can do of course in this connexion People normally come together because of their natural affinities tastes preoccupations and common interests and also of course as the result of chance But in so far as the leader has any power and real power is always based on natural authority and not on rules and regulations the following principles may be usefully taken as a guide

The number of participants should be neither too small nor too large Where there are fewer than seven, the group ceases to be a collective body it no longer has sufficient strength, weight or variety to impress its members who revert to their isolation and cease to communicate with each other except on an individual basis Above 15 20 the group often begins to los its particular stamp and become a crowd, tendencies towards hard-thinking appear the naturally retiring personalities remain in the shade and make way for the dominating ones which the group is no longer able to control This is a problem familiar to school teachers with their classes of often fifty or more they know from experienc that the optimum figure is between 20 and 25 However it is difficult, especially in adult education with its "informality and lack of constraint, to limit groups to those ideal numbers The principle "leave well alone is a wise one recurring in many languages In contrast to a parliamentary commission, with its ub- ommissions a ciné club with 200 or 300 members will find it impossible to split up into small groups to discuss the same subject or take up points of common interest Rather than turn down or discourage persons willing to participate it would be better to adopt discussion methods suited to the majority with a time-limit for speakers The tendency in such cases is for the discussion to develop into separate dialogues between each "performer and the "band leader" whose rôle is thus rendered more dominant and, in one sense more authori tarian He finds it impossible to spend too much time on specific arguments advanced by each participant and has to take are not to let the discussion wander into too many highways and byways He must keep it going at a smart and almost rattling pace so that the members attention remains focussed on the subject matter otherwise private coteries will start performing in the background and their initially sotto voce accompaniment will become louder and louder and end up by destroying the unity of the discussion The leader on his stand facing the seated group finds himself acting as an "animal tamer" as it were controlling by the power of his hand and ey the subject "beasts ready to devour him He must sense the reactions of the various sections of the group w tch out for the first signs of lassitude as the signal for witching to a fresh argument and encourage questions from sections that hav remained silent, like the conductor of an orchestra who by a flick of the hand draw sound from an instrument which has so far been muted

One possible way of overcoming the all too evident disadvantages of large groups they are matched by no less solid advantages for discussion in them, when conducted by a good organizer can grip the participants just as effectively as a more searching discussion in a smaller group is to try to divide them on the basis of certain affinities If a ciné-club has its own hall, for example with films available for more than one showing, it can organize itself into separate clubs for young people workers and s on However such departmentalization, which deprives the group of some of its key elements has obvious drawbacks although it is not always possible for reasons of space or social incompatibility to avoid it And while such subdivisions are feasible in the case of a ciné-club which can in theory at least show the sam film indefinitely to as many sub-groups as it sees fit to have th position would be otherwise with a tele-club (unless it had a number of television ets in separate rooms) The only real limiting factor with the tele-club is the capacity of the set. a normal receiver with a 43 or 54 cm screen can serve a maximum of about 30 viewers Beyond that number groups would be well advised to obtain television projectors which are more expensive and often more difficult to handle But in this case also

it is better to have groups of 150 than to turn people away This "rule incidentally does not absolve the organizer from trying to follow up the results of the projection (or broadcast) and discussion which have taken place in th full group perhaps in small study circles which go more thoroughly into the ubject.

Nothing prevents the establishment of an ad hoc group for limited periods or even for single meetings to study a particular problem; and there is no reason why such short term work should not result in useful conclusions Such meetings however will have no very great educational value

The normal setting for a discus ion is a stable group capable of working with a certain degree of application and regularity Only where such stability exists will the discussion have the proper style and pace for permitting the ideas of the group and the thoughts of its members to develop as they should i step by step

Ideally the group should (and very often does) comprise elements ufficiently different in origin and social status to permit a lash of opinion to the mutual benefit of all concerned Where there is too great a similarity of approach, or of tast and judgement, differences in opinion either cease to be possible or become artificial and purely formal Progress whether moral or intellectual, can only com about, as everyone knows through a resolution of contradictions Conver ly where there is too great difference in cultural levels it may be advisable not to let those lements with over-differing modes of address backgrounds and interests remain permanently in the group for such heterogeneity may be a serious brake on the normal development of group ctivity This is what has happened in fact, in certain ciné-clubs whose working-class members have preferred to set up th ir own group

## PREPARING THE DISCUSSION: MATERIAL ARRANGEMENTS

The actual setting in which a discussion group conducts its work is obviously matter of importanc Certain persons of a strongly intellectual cast of mind tend to belittle this aspect of adult education. They are wrong; they forget that the ord ly and balanced exchange of id as can be promoted by certain arrang ments and seriously hampered by others It is till not uncommon f adult education work to be conducted on school o university premises and everyone knows what they are like: serried rows of benches on which the lass sits f cing the professor on his dais This arrangement is complet ly unsuitabl for the easy development of dis ussion Imagine group membe in the middl of the class taking part in th discus ion. When he speaks neither those in front no those behind can see him At best he can only direct his remarks to another member of th group over the heads of the rest of the group Usually a one-track dialogue ensues between the individual speaker and the discussion leader on the dais

No discussion worthy of the name can develop in a setting of this kind The vital point therefore is try to eliminate everything which smacks of the schoolroom No tiers of benches no dais nothing whatever to act as a reminder of the privileged position of any one member of the group even though he be the discussion leader On the contrary everything about the material arrangements should imply and reflect the spirit of equality and exchange of ideas which is the essence of this method The first step is to arrange the eats in a circle or oval, so that everyone can see everyone else It may be useful to have a table in the centre to put papers on, although this is not essential Organizers have even been known in their eagerness to create a pleasant setting to put flowers on the table and prepare refreshments for the members (not forgetting the cigarettes)

It is desirable so far as possible to create relaxed atmosphere by thes means so that the m mbers feel at eas and all external causes of tension and nervous fatigue are liminated But here again it would be a mistake to strive for the impossible If the only meeting place available is a classroom the group will be only too happy to be able to use it But there is nothing to prevent the organizer from stationing himself in the middle of the group instead of sitting on the dais and it will often be possible to rearrange the benches without too much bother

The leade should also ensure that the group is provided with all working material such as chalk, paper graphs and the general documentation referred t below

The same attention should be paid to the non-mat rial aid of the arrangement This is the job of the organize or the person in charge of arranging a particular meeting H hould take care not to make the plans for the development of the discus ion too cut and-dried, for thi would be a sin against the very pirit of the method which needs very free play in order to be fully effective with an avoidance of t reotyped or ready made f rms of discussion, and an encouragement of inventiveness and curiosity of mind At the s me tim however it will be w ll to think out, in advance possibl turns of discus ion, and the questions that may need to be put in order to get the debate going or keep it alive when it looks as if it might peter out

## CHOICE AND PRESENTATION OF SUBJECTS

Few subjects are unsuited for discus ion, even those most remote from everyday experienc or highly pecialized in nature often poss s one

aspect o other on which the layman can have an opinion

Take for exampl a subject which ostensibly seems to be the preserv of a handful of specialists historical sources At first ight it would seem that very few persons are qualified to express an opinion on this aspect of the historian s work But is it not extremely important to give as many people as possible an insight into how history books are prod ced what materials go int their making, and how they are treated and processed? A well presented study of this kind would be bound to arouse keen interest even among adult students who have neve asked thems lve the question in s many words

The probl m howeve is to link it to the experience and mental processes of the ordinary man This can be done in all orts of ways Ev ryone knows something about history whether it be the history of his own family village o district o of the twelve years since the end of the war or even his own personal history On the basis of all these fragments of the past it is possible and exciting to show how an hist rical record is made Every membe of the group for instance can contribut his own reconstruction of a given period in the recent past or of an event in which all took part This will give an idea of the range of documentation and personal collectiv memories which are the ingredients of history In this way the group through a well conducted discussi n, will gain an understanding of the making and writing of history and of th relative nature of that branch of learning, as of all others

There are cases of adult ed cation entres set up to improve living onditions among the rural population in a poo ly favoured area where experimentation in the ollective study of local history has yi lded very striking results in this direction It helps peasants who have only just emerged from tat of illitera y to get their bearings in relation to the past and acquire an awareness of possibl historical changes a matter of importance when it is a question of galvanizing an old and traditionally static civilization into movement

Where th ubj ct studied can be linked with a body of knowledge or set of interests explicitly or implicitly shared by the group, there in principle is no reason why rtain problems traditionally reserved for a minority of re earch w rkers and pecialists should not be taken up

It should not be hastily concluded from this that the choice of ubject is a matter of indiff rene The purpose of discus ion is not to train profes ional debaters but ath as with any othe adult education method, t link int llectual progress to improved living conditions and bridg the gap between thought and ction It is important, therefore to follow certain guiding lines when drawing up study programmes for consideration by groups and especially to-

establish a onnexion between the subject matter and the members personal interests

rule out any subject to which the members are incapable of making a personal contribution on the basis of thei experience or of documentary materials discussions in the abstract are always dangerous and useless

avoid the proliferation of subjects In a given cycle of studies for example it is worth making an effort to concentrat the group s work on a central theme either topical or chosen because of its importanc for there is nothing more harmful to a balanced approach than the dispersal of interest which cultural impressionism produces A discussion of a central them such as assistance to under developed countries enables all the resources of the various branches of knowledge bi logy history geography sociology ethics and politics to be drawn upon, plus the experience of the members

## LAUNCHING AND DEVELOPING THE DISCUSSION

It is rare for a discus ion to go forward by itself and continue smoothly to its end without any outside action being necessary Usually some as istance is needed in getting it started and keeping it going in the right way This is the most diffi ult and important of the leader s tasks the first few moments of the discus ion always represent th critical phase and the value derived from the questions raised and debated depends largely on the tone of the initial contribution, It is essential f the leade to step in whenever he sees that the discus ion has made a bad tart Take the case f example where the group is discussing a topical film or book. Som of the more influential members of th group immediately peak up and maintain that the film or book is a good (or bad) one There is nothing more dang rous than this kind of beginning which may qui kly result in the discussion being bogged down Two clans form within th group those fo and thos against the book or film and th discussion is oon reduced to conflicting ass rtions which are all the more intractabl for having nothing more solid to rely on than weak arguments and per onal feeling

In uch circumstances th leader should not fail to intervene By putting few judicious questions he will be able to rescu the discus ion from th dead end and teer it in a hopeful direction He will ask, f r exampl whethe any members have had personal experience or found themselves in ituations similar to those described or pictured by the author and this will provid a natural transition to a new phas of discus ion, permitting ount rplay of opinion.

There are cores of questions that an be put in order t tee th discus ion beyond the stage of as rtion f individual esthetic viewpoints to

which it is too often confined, such as "What is the author s conception of life? "Is it jaundiced pessimistic optimistic? "Does he approve or condemn the events he describes? "What seems to have been the purpose behind his work? "Was it the purely artistic desire to describe and reproduce reality o was he working implicitly or explicitly on behalf of a cause? "Has he a conscious mission?

Then there are such possible questions as the author s *sources of inspiration or models* o comparisons with other authors in the same country or lsewhere who have treated similar subjects Anothe one which might be well worth taking up is the practical usefulness of the work: *to what type of public is it directed, and what can* the different age-groups concerned hope to derive from it?

Purely aesthetic consid rations and value-judgements dmittedly have their rightful place in the discussion but at the end of the analysis and not at the beginning where they might lead to the adoption of over-dogmatic stands stifling the rest of the debate There is a common tendency in popular ircles (especially among people not yet accustomed to such discussions) to confuse questions of styl and content The mere fact of making participants draw clear line between these two aspects is its lf a substantial contribu tion towards their ed cation Questions relating to the forme i th methods used to express the latter nearly alw ys caus serious trouble the ordinary public are not used to raising them, for they do not regard a film a book r a broad ast as piece of work on the same footing as one produced by work o craftsman It is th refore essential t make the imilarity between both types of creative effort lear to them and so remove the misconception (The experiment can be tried of asking a popula udience which has just een a film to st te the name of its uthor Many among them will not even be ware that the main author is the produce Usually they only *remember the names of the leading actors* )

If desired the development of the discus ion of film could be tabulated as follows (all the whil remembering that the table is merely a practical guide with nothing mandatory about it and that it has to be dapted to concrete cases)

1 Did the group members like or dislike the film?
   (A vote could be taken by show of hands)
2 For what reasons?
   (a) Reasons of content (interesting o dull plot, ympatheti or unsympathetic charact rs reality w ll or poorly portrayed et ) Get the group t distinguish between points relating to
      the plot
      the chara ters
      the documentary value
   *Find out whether the group members have a* personal knowledge of imilar facts or events
   (b) Reasons of form
      pace of the film,
      quality of the dialogue
      quality of the acting,
      quality of the production,
      quality of the stage craft
      quality of the photography
      quality of the setting
      quality of the costumes
      quality of the music etc
3 What was the uthor intention in creating this work?
4 Was his intention fulfilled?
      If so how?
      If not why?
5 What onclusions can we draw from th *spectacle we have just seen as regards our own* life and a tivities o the groups and environments in which we live?
6 An ttempt might be made finally to recall other works (films books broadcasts) on the *same subject or supplementing the information* transmitted by the film just discussed
7 In some cases it an be checked whethe the discussion has brought about change in the group s attitude towards the film, by helping *them to understand it* (another vot for instance being taken at the end of the discussion)

An important point, in this connexion is that where voting is considered useful the vot should *be taken quickly* and the questions cle ly stated Where a single issue is voted on, all that need be done is to count the votes for and against and the abstentions Alternatively an attempt could be made to qualify the w rk ccording to its merits *in which case a verbal evaluation* calo is bette than the mere allocation of marks ince it is more specifi The scal could consist of the following five grades

Excellent
*Good*
Averag
Poor
V ry poor

Where a vote is taken in accordanc with this scale of values *the latt r must be clearly* explained beforehand Not too much time should be pent on voting for it solo purpo is to give a rapid indication of the general feeling It is inadvisabl to ha the group vote more than once *or twice t each meeting*

It is important finally that the questions should lw ys be put in a stimulating manner In general questions which can only be answ ed by a imple "ye o no should be avoided If the *subject of fri ndship c ops up for xample* question like "Is it a good thing t have friends? can hardly lead very f It is not conducive to discus ion, and the answer t it needs no pondering It is quit otherwis with question lik "What are *the signs of true friendship?* or "How doe one recognize that man is really one s friend? This is something on which opinions and experience

can diff r from the outset and a lively discussion can ensue shedding mo e light on the e sence of friendship and how to distinguish true friends from false

The o ganizer s actions throughout the discus ion will be the natural continuation of what he does at the initial stage He will see to it that the debate proceeds smoothly and will try by his own attitude to maintain relaxed and genial atmos phere Above all, he will pay attention, and listen rather than speak His main qualification, in fact resides in his attentivenes for it is on the intensity and quality of the attention he pays to each participant that his educational influence in the final analysis depends Each individual needs to feel that he "matters that his thoughts and judgements count that he means something to the world of which he is in one form or another conscious The organizer must lend not only his ears but also his mind to every single contribution made by every single member even if the ontribution is only of marginal interest Therein lies his greatest service It is on the attitude of active respect and understanding which he adopts towards the personality of each participant that the group s collective attitude will largely be modelled

He must also ensure that contact between the various elements making up the group remains unbroken For example he must see to it that the thoughts expressed are understood by all Not everyone is capable of precise and lucid expression, nor have words the same meaning and connotation for each speaker The organizer must satisfy himself every a often that there is no mis understanding or confusion If necessary he must intervene to ask for clarifications or possibly definitions in order to clear up a point It will be very helpful to th group when a muddled statement has been made or the discussion has been tortuous or obscure if he tris to sum up the argument, for this will greatly assist the group in following the sequence of ideas

It is also useful to halt the discussion from time to time in order to sum up the stage reached in the group deliberations This periodical "restatement" enables the subjects covered t be docketed, the main arguments recapitulated (those which are merely repetitive being eliminated) and the main viewpoints clearly enunciated Occasionally where the subject-matter and the composition of the group permit, the broad lines of the recapitulation can be recorded on the blackboard

At the end of the discussion provided the group is not too tired it will likewise be valuable t recapitulate the general lines of the debate as a whole and the points of agreement and disagreement It will often be a good idea to close the discussion before the subject has been completely exhausted and the members being weary find nothing more to say Whether this should be done depends f course on the subject itself but it may be all to the good if the members continue the discussion informally between themselves o g on the way home

## PROVIDING MATERIAL FOR THE DISCUSSION DOCUMENTATION THE EXPERT

While every subject as stated, is fit matter for discussion (at least so far as one or more of its aspects are concerned) this is not to say that all members of the group are equally ready to take an active part in discussing it It may very well be that the group in general is anxious to discuss a question, without being sufficiently familiar with it An empty discussion is worse than none at all We all have experience of those abstract discussions where the fact that the speakers know *practically nothing about the subject* makes them all the more dogmatic It is es ential, therefore to fill in the individual and collective gaps in the group members knowledge by providing abundant and regular sources of inf rmation

There are any number of these and it only needs an exe cise of pedagogical sense on the part of the programme organizer (as well as imagination and this applies to every single group member also) to find a whole host of them The simplest methods are often the best In many countries, for example there is nothing to stop anyone compiling adequate documentation on events relating to the country s political cultural social and economic life by assembling cuttings from the daily and weekly press on subjects scheduled for group discussion Press material can also be used for countless exercises designed to cultivate the group s critical sense Nothing could be more demonstrative of the relativity of history and historical truth for instance than comparing different newspaper articles and reports on any given incident from a drunken brawl to the Government s proposed financial measures The different ways in which the same event can be interpreted reported an be an object lesson to the group in th exercise of careful judgement the cardinal virtue of the critical mind

Apart from documentation, which everyone can collect for his own use the ervices of experts can be called upon

The importance of protecting the group against dominant personalities has been repeatedly stres ed This does not mean that the resources of the various participants should not be used to the group s best advantage The expert by definition, has a *first hand knowledge due to his* specialized trade or studies of points which it is useful for the group to know and discuss and his information and comments ar obviously of major interest for the debate However the place he occupies in the group must be very carefully watched The great danger is that instead of discussion inv lving all members of the group

one track dialogues will ensue between the expert and each member in turn in the form of questions and answers hence the organiser must be vigilant and keep the expert in his proper place as a stand by to be called upon in case of need, and not as a source of instruction

There are two points to be mad here Firstly the expert s intervention can take many different forms It could be an introductory statement followed by a set of questions or more simply an explanation, clarification or suggestion interposed during the discus ion t what is felt to be a suitable juncture Secondly expertnes is not a substantive quality attached to a person for all time Everyone can be an expert in his own way at a given moment For the needs of a group s discussion, one of its members can temporarily serve as the required expert, aft having been given the task, say of preparing a special background study of a problem after doing appropriate reading or research on it, or again, after collecting th relevant documentation Alternatively an outside personality with a special knowledge of the subject to be discussed can be invited to take part in one r more of the meetings Howeve th expert appearance should not be too fleeting everyone must have a chance of speaking to him and asking him questions and if pos ible he must have time to attend several meetings and share in group lif

## REFERENCE BOOKS

The group must be provided with easily a cessible reference books on the them for discussion Apart from pecialised works on each ubject, it would carcely be possibl t do without such instruments as dictionaries (t check a dat a biographical reference or the m aning of a word or expres ion) atlases (both geographical and hist rical) and statistical material Where the group possesses the stability and continuity mentioned earlier as being so important, it will find it of the utmost value to equip itself with a library (permanent or temporary) containing the main works to which it will have to refer during its study cycle

The part played in adult education in gen ral by such powerful teaching instruments and aids as the film and radio and t levision broadcasts has been dealt with in detail in an earlier chapter and the re der is referred back to it The only point involved here is the notabl contribution mad by these media in getting the discussion going and in illustrating certain aspects of it as it proceeds; it will be useful f r the group to have handy access to catalogues of films and filmstrips and to programmes of radio and television broadcasts which might s rve as an aid in its work

## A GUIDE TO ACTION

The purpos of discussion is not only to shed light on a problem or a situation, but also to assist the group and its members in taking the necessary decisions with a view to concrete action It is only when the group decides to undertake a given action that it becomes fully aware of its group character and conscious of its real strength, and the adoption of such decisions is an essential factor in its growing up process It is through them that it exercises its strongest and most marked educational effect on each of its member

The opportunities for taking joint decisions are frequent They may be concerned with questions of procedure the selection of subjects for discussion, the order of programme priorities or th choice and use of experts during discussions All these decisions should be taken in common as the collective result of individual discussions In this way through the constant practice of reaching collective decisions the group prepares itself for more extensive actions having bearing on its place and rôle in the community in general Thus the normal culmination of the work of a discussion group in a rural community say may be a joint decision concerning changes in farming methods or the introduction of new crops or educational arrangements for the children. The aim of adult education and this is the point that must never be forgotten is to bring about change in the ttitudes and behaviours

- of the group as uch
- of its individual members, both in their own lives and in the lif of the community and ociety to which they belong and
- of the milieux exposed to the action of the individual members and of the group as a whol

How far dis ussion plays it due part as the upreme method of adult education will depend on the closenes of the links established, both inside and out id the group, between its tudies and the decisions it is led to take

## CHECKING OF RESULTS

As already stated, dult education, directed as it is towards men and women who in their adult capacity carry out a whol host of functions has to try to produce integrated personalities in both *the individual and the social sense* and one of the educator s tasks will be to see how far this has been done The higher and longer the range set the more difficult will it be exactly to ascertain and measure the results achieved In the case of instru tion pure and simple examinations may be regarded as a more or less reliabl te t of whether knowledg has really been imparted once th examination technique has been uitably refined and adapted to prevent freak results (good pupil made tongue tied by emotion, backward pupil who manages to copy from his neighbour) But with education proper and especially adult education with its aim of producing integrated personalities a tive in all pos ible fields the checking of results is more problematical But checked they must be if the educator is not to work in the dark and the methods used are to be properly tested In som countries adult education arrangements d indeed provide for examinations but this method would be ineffective in th majority of cases adults find it distasteful to be back in the choolroom which has not always left them with happy memories Nor do examinations give any indication of the progress made in leisure-time activities whose part in dult education, as shown earlier is bec ming increasingly prominent They do not indicate whether the student has becom more ctive citizen in closer integration with the community in whi h h lives and w rks

### NEED FOR SCIENTIFIC CONTROL

This explains why the adult education expert wishing to get a clearer idea of th way f rward measure the progres mad and gauge the effectivenes f his inst uments needs to apply control methods which yield more sensitive and cientifically reliable results These h must get from psychology and sociology ciences which developed imultaneously with adult education wo k Tests sampling questionnaires and othe instruments used in the psych ociological study of dult education will all help him t get to know his field verify his progre and evaluate the results obtained

Usually in adult education groups the organize and the members use empirical methods to establish how their work is progressing Their first criterion is regularity of attendance at the courses and meetings attendance figures help the organizer to gauge the success or failure of his work, and from them he will determine what interests the public and what is worth while the two expressions are far from synonymous for account has to be taken not only of what the members are int rested in but of what is calculated to enrich and uplift them However attendance depends on many factors outside th lif and even the activities of the group and in this respect the statisti s t ll us nothing about the attitudes and behaviour of the m mbers The empirical check which the organizer and the group can make on the result of their wo k can provid no more than partial and often uncertain data, difficult to int rpret An individual group may of ourse find such inf rmation ufficient, especially where the organizer has enough pedagogical sense to interpret it properly but it is often found and parti ularly with bodies at the regional or national lev ls where decisions have to be taken involving long t rm commitments for educational movements ervices with widespread local ramifications that it is becoming increasingly advisable to have more detailed and reliable information, apart from which the prestig value ttaching to scientifically based data may be very useful to thos trying to convinc high officials of the need for making an effort on behalf of adult education

Th necessity or at very least the extrem usefulnes of more cientific check on results in adult education implies as a corollary that there must here be consultation and collaboration betw en educators and psycho-sociologi al experts The latter employ methods which are being teadily perfected by continuous research and experimentation work, while th former contribut their empirical knowledge of a vast fi ld now being thrown open to cientific exploration Both parties stand to gain by coming together Science in fact, is not olely concerned with knowing the real world; it is also interested in checking its hypotheses by experimentation. It creates conditions and circumstan es experimentally and supplements its observations of th real w ld by studying the resultant effects However the changes produced must not be arbitrary: in this cas cience is working not on inert matt r on

guinea pigs but on living men, and the experiments should be in line with the educational purpose to *promote development of the personality of the* individual and his integration into his environment or environments The psycho-sociological study of adult education which should primarily relate to leisure-time ctivity in view of the latter growing importance as part of that education should logically result in developing thos activities in eve newer forms The very work of organizing adult education and especially leisure-time activities if conducted ccording to the rules of scientifi observation, is a first rate field for experiment: convers ly the investigato s experimental arge will produce a further expansion of activity at the educational level

Since it is a question of measuring not only the increase in the student s knowledge but also the chang in his attitudes a serious check on results should take account of the nature of those attitudes and order itself accordingly An attitude is something more than an opinion held, and concerns other aspects of the personality; it may be more or less unconscious and indirect methods may often have to be used to track it down F from being fixed once and for all, it is something which develops: and it is its development pecifically which educational work seeks to achieve Hence the checking process must be capable of registering that development and recording its various tages In other words it must be dynamic and not static H re again, the student will not always be aware of the changes taking place within him and the instrument used ( g the question naire) must help him to become clear on the various aspects of those changes In the case of th study by J Dumazedier and his team on the effect of t levision broadcasts on countryfolk in France referred t earli r the questions included not only "What programmes do you like most o least?" but also Are there any programmes which you liked at th beginning and have now ceased to like o like less than you did? and Are there any programmes which you did not like t the beginning but which you now like? Nor is it sufficient to bring out verage attitudes True these may have scientific value but it would be wrong to expect more from quantitative figures and studies than they can reasonably provid *Allowance must be made for* the rate of development of attitudes in the milieu tudied: the peasantry for example usually develop at a lower rat than townsfolk Average attitudes when re-examined after a certain time may fail to show any chang ; whereas certain isolated changes not reflected in the verages because of thei rarity may in f ct be highly significant in the light of what is known of the standing and rôle in the given community of those displaying these new titudes and behaviour patterns It f llows that the instrument used f r checking must be flexible enough to indicate the prospective importance of thes innovating attitudes which elude a quantitative study because there are o few of them; it should be possible to supplement the latter type of study by qualitative ones describing and interpreting the facts which the investigator considers significant

METHODS OF CHECKING

To enable the ociologist to study the changes in attitudes and behaviour patterns brought about by educational work, the educator must give him information of the maximum accuracy concerning his own objectives and the results he considers he has achieved, according to his empirical *assessment of the facts* The sociologist, on the strength of these data, which he interprets in the light of his previous scientific experience is then able to formulate his working hypotheses as the basis f r experiment The experimental method, as indicated earlier should play a big part in the checking of re ults and supplement the observation of facts as they occur in unprovoked ituations It is important however that the experiment should take place under normal arrangements in a setting possessing all the charact ristics of an adult education group working without any sociological considerations in view An experiment conducted under more hermeti conditions with the " ubjects more completely isolated from any influence other than that of the factor whose effect is to be studied and measured (special broadcasts for the rural population by Radiodiffusion Télévision F ançaise in the example chosen) would no doubt produce closer results but would be les authenti and give a poore idea of the concrete conditions under whi h adult education proceeds It is obvious also that experiments of this kind cannot be conducted by educators on their own, in the course of their normal work of checking results but require the f rmation of combined teams of *sociologists and educators* poe ibly reinforced by psychologists ethnographers historians et depending on the scope and purpose of the urvey In other words a distinction must be mad in evaluating re ults between large-scal urveys conducted with the aid of a whole batt ry of cientific equipment and yielding reliable *information having general validity* and the regular day to-day heck made by educ tors familiar with ociological methods (during particular study course for example) the educators can d th checking thems lves with the indirect assistance of sociologists but the results will be le s comprehensiv and reliabl *These two forms of collaboration between* educ tors and sociologi ts (the former also serving of course as assistant in the large-sc le surveys) should be caref distinguished from each other a that the educator absorbed by his p is not put off by the is of the effort

of mat rial which a large s ale investigation of his limited eff rts in a small institution would involve The game would hardly be worth the candle On the other hand it is essential that he should be made aware of the great services he can derive for his own work from large-scale surveys in many fi lds and that he be prepared to as ist in them

But whether it be a question of making a large scale urvey or of checking the day to-day a tivity of a small group the person o team responsible for it must first study the ground on which the experiment is to be conducted This preliminary exploration will usually result in the preparation of a primary survey instrument covering all the main heads (location, demographi data occupation age sex standard of ed cation, living tandard et ) which define the group s environ mental conditions This instrument like all th rest should be prepared by the educators and sociologists together o at least submitted t the latter f review The next tep is to choose the method o methods to be applied for obtaining the desired inf rmation concerning the results of the adult education ctivities in question Use must be made f example of the subjective method of interrogation or th objective method of observation, but it will often be useful to combine the two A choice must also be made of the form of the questions to be put direct or indirect closed (i only allowing of clear-cut answ rs "Yes "No etc ) or open (requiring a more elaborate mental effort by th respondent) Only rarely will it be possibl in checking adult education results t use the method of examinations which are primarily designed to indi ate aptitud rather than changes in attitud Fo th latt purpose special instruments need t be devised such as questionnaires and log books or observation note-books again in concert with the sociologists and ubject to their approval The questionnaires can be submitted ithe once only at suitable intervals depending on the investigation methods chosen In the latter case it will be pos ible by comparing th answ rs to discover changes in attitude Th log books will provide a detailed picture of the developm nt of group meetings and of the content of discus ions (as far as possible in the direct speech used by the participants a useful study might be made of the development of a member s vocabulary afte joining the group) and might include tandard questions to be put t each meeting in a particular series ( g where everal lectures are given on the sam ubject or by th sam lecturer: in hort wh re the ctivities of the various meetings includ comparable elements) Thes instruments ould be supple-mented by analytical descriptions of certain phenomena not covered by th questionnaires or log books becaus of their isolation or remoteness from th probl ms which thos instruments are designed and expected to ove such as the changes in a particular individual behaviour outside the group (in his r lations with his family his work or other groups) where the recording of those facts is not specially provided for under the various headings of the survey and the observation instruments initially provided

Intensive and comprehensive surveys of this kind will not of course absolve the group and its o ganiser from their normal duty of compiling tatistics on figures and trends in the matter of attendanc at group meetings the composition of the group m mbership the social origins of the group organizers (where there are several of them) and so on Far from conflicting with previous recordings of a more or less empirical nature the systematic checking of results corrects and supplements them and is in fact always dependent on them for an accurate interpretation of its results If for example country folk wer asked in a questionnaire to state what would be the first thing they would like their mayor to spend money on, were the commune suddenly to find itself in funds (1) and if their eplies assigned on of the lowest priorities to religious edifices only empirical knowledge will tell us whether thes replies indicate that those buildings ar in perfect condition o alternatively that local religious feeling are not very strong The sociologist will always need the educator with his familiarity with the special features of the ground to be tudied, in orde to ensure that the quantitative results given by his instruments are placed in proper perspective and focus

## GROUP PARTICIPATION IN CHECKING

Obviously it is impossibl t check the results obtained by th group without th latter s conscious and active participation The checking proces is thus able to erve a direct and dual pedagogical purpose first, to enhance and broaden the organize s qualifications and then to help the group and its members to acquire a deeper self knowledge and operate more effectively in ons quence both as int grated membe of society who spend most of their lif outside the group, and as members of th group its lf The members are entitled to know th rules of the

(1) A question on thes lines was included in the questionnaire used for th investigation on television and adult education. Its purpose was to acquaint the investigators with the ord of priority of requirements of group members (members of tele clubs in this case) as regards publi equipment question forming part of the wider one of the villager attitude towards the modernization of publi amenities Th idea was to promote the latte by means of special t lecasts their effect on the villager s attitude on the subject then being studied by the investigators

game they are being asked to join in, although this does not mean of course that the organizer should not present the study or survey to them in terms suited to their actual level. They will readily see the point of being asked their detailed views on past programmes for the purpose of preparing future ones However it will always be neces ary to take account of the climate peculiar to the individual group' in one case note-taking or tape-recording during the discussion will not disturb the proceedings in any way whereas in another the liveliness and spontaneity of the contributions will greatly suffer It is up to the organize to know the climate in his own group and where necessary to try out forms of participation which the members can suitably be asked to adopt

Far from hampering group activities the checking of results including preliminary survey of conditions in the surrounding milieu, with pecial emphasis on changes produced in it by those activities should actually feature as one of them There are cases on record of adult education centres where the most advanced of the regulars sometimes ex illiter t s every one of them have gon on, after a few years to set up independent groups which remotely controlled by the director of the centre make their own study of their milieu and the changes brought about o still necessary in it Elsewhere the checking of results will at least have the effect of mobilizing team of as istants around th central organizer

## CHECKING OF RESULTS AS A MORAL NECESSITY

Thus the checking of results from its most modest forms where the group does its best to evaluat its work through self-observation, up to the form of the large-scale experimental survey fulfils a dual rôle It enables the sociologist to enter a new field of study where he has the assistance of active and devoted organizers and a sympatheti public and will be able to perfect new methods and techniques while it enables the educator to answer some of the questions which adult education is bound to ask concerning the value of its work and methods and makes it possible for him, in many cases to advance beyond th stage of approximation and intuition and reach olid ground Where a study proves (like that recently mad in India, referred to above) that radio broadcasts on questions of farming technique or health have very definite effect when collective listening is f llowed by discussion whereas the effect is almost nil where there is no discussion, the latter' value in the context in which the experiment took place can no longer be disputed Educator many of whom devote their free time to adult education voluntarily and without payment, have the right to know whethor thai devotion serves a useful purpose The checking of results in adult education is useful to the group and its organizer but in special sense it is also a moral neces ity

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